

**PERCEPTIONS OF STAFF ON COLLEGIALITY AND  
ACCOUNTABILITY IN PROMOTING QUALITY ASSURANCE AT  
HELDERBERG COLLEGE**

**JILIAN ROSEMARY APPOLLIS**

Thesis presented in partial fulfilment of the requirements for the degree of

MPhil (Higher Education)

at

Stellenbosch University.  
Study leader: Prof. E.M. Bitzer  
March 2009



## **DECLARATION**

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and has not previously, in its entirety or in part, been submitted at any university for a degree.

Signature

Date

## SUMMARY

Over the past 10 to 15 years significant changes have taken place in higher education. Higher education institutions have been influenced by globalisation, an information explosion, shifts in teaching approaches to facilitate learning and new approaches to governance. Some of these factors have had implications on the decision-making processes which were traditionally used in higher education. Amongst these demands for change, the one which has apparently presented the most challenges is the demand for accountability to the stakeholders of higher education institutions. These stakeholders include the government, students, different communities and the constituents of the labour market.

In order to meet the demands for accountability, an instrument referred to as quality assurance was introduced at all higher education institutions. Many institutions resorted to adopting a managerial approach to manage quality assurance and to facilitate efficiency. In using this approach, more regulation and demands for compliance were sought. The managerial approach appeared to be more bureaucratic than the traditional collegial ethos of universities. Lecturers experienced that their autonomy was being undermined and their academic freedom restricted. Therefore they often resorted to resistance.

In this study the literature overview revealed that there is a strong debate as to which approach to quality management is most suited to higher education. A case study was conducted at Helderberg College, which is a private higher education institution in the Western Cape Province. The aim of this study was to explore how lecturers reacted to the concept of quality assurance, but more specifically, which approach to quality management they preferred. The main objective was to establish what lecturers would regard as a suitable quality assurance framework that would contribute to accountability and trust.

Findings from the study suggest that there is no single model for quality assurance which would suit every institution, and Helderberg College in particular. The preference indicated by staff was for a collegial approach, which may include elements of managerialism to address the demands for efficiency, whilst protecting

the autonomy of the lecturers. Other elements that were identified as likely to promote trust and accountability within a quality assurance framework, were shared vision, consultation, collaboration and involvement in decision-making processes.

## ACKNOWLEDGEMENTS

Firstly I would like to acknowledge the hand of a loving heavenly Father who has guided and sustained me through this process of growth. It also needs mentioning that without the support of my husband Edward, it would have been very difficult to see this study through to the end.

I would like to express my appreciation to the President of Helderberg College, Prof. Du Preez and my immediate supervisor, the Vice-President: Academic Administration, Dr M Klingbeil for their support and encouragement in assisting me to complete my studies.

I would like to acknowledge Prof. Bitzer for his guidance and patience and for being one of the most responsive supervisors that I know of.

This research would indeed not have been possible without the sustained cooperation of the staff of Helderberg College, particularly the lecturers who showed an appreciation for research and encouraged me continually.

Gratitude is also expressed for the interest and encouragement shown by my family and friends.

## **TABLE OF CONTENTS**

<b>CHAPTER ONE</b>	Page 1
<b>ORIENTATION TO THE STUDY</b>	
1.1 INTRODUCTION	1
1.2 BACKGROUND/DESCRIPTION OF THE PROBLEM	2
1.3 MOTIVATION	5
1.4 DEFINITION OF KEY CONCEPTS	5
1.4.1 Accountability	6
1.4.2 Quality assurance, quality management or quality assurance framework	6
1.4.3 Academic freedom or autonomy and trust	7
1.4.4 Managerialism or managerial approach	7
1.4.5 Collegiality or collegial approach	7
1.5. RESEARCH QUESTION	8
1.5.1 Main research question	8
1.5.2 Subquestions	8
1.6 RESEARCH METHODOLOGY	8
1.6.1 Research aims	8
1.6.2. Research approach	9
1.6.3 Research design	9
1.6.4 Data collection	9
1.6.5 Data analysis	10
1.7 SCOPE	10
1.8 TARGET GROUP	11
1.9 CHAPTER CONTENTS	11
<b>CHAPTER TWO</b>	12
<b>LITERATURE REVIEW</b>	
2.1 INTRODUCTION	12
2.2 TOPICS IN THE QUALITY ASSURANCE DEBATE	12
2.2.1 Changing trends in higher education	12
2.2.2 The kinds of changes observed within institutions	13

2.3 KEY CONCEPTS	16
2.3.1 Accountability in higher education	16
2.3.2. Quality assurance in higher education	18
2.3.3 Quality assurance in South Africa	20
2.3.4 Autonomy, academic freedom and trust in higher education	22
2.3.5 Managerialism in higher education	24
2.3.6 Collegiality in the context of managing higher education	26
2.3.6.1 Disadvantages of a collegial approach	26
2.3.6.2 Advantages of a collegial approach	26
 2.4 BUILDING A QUALITY ASSURANCE FRAMEWORK IN HIGHER EDUCATION	 28
2.4.1. More meaningful conversation	29
2.4.2. Consultation	29
2.4.3 Trust	30
2.4.4 Training	30
2.4.5 Communication and collaboration	31
2.4.6 The combination of a collegial and corporate approach	31
2.4.7 Self regulation	32
2.4.8 Top-down and bottom-up approach	32
2.4.9 Network University	33
2.4.10 No ideal quality assurance system	33
2.5 SUMMARY	34
 <b>CHAPTER THREE</b>	 37
 <b>RESEARCH METHODOLOGY</b>	 
3.1 INTRODUCTION	37
3.2 RESEARCH PARADIGM	37
3.3 THE ROLE OF THE RESEARCHER	38
3.4.THE RESEARCH DESIGN	40
3.5. TARGET GROUP	40
3.6 SAMPLING METHOD	41

3.7 RESEARCH TECHNIQUES AND PILOT STUDIES	42
3.7.1 The questionnaire	42
3.7.2 Semistructured interviews	45
3.7.3 E-mail interview	46
3.7.4 Participant observer	47
3.8 VALIDITY, RELIABILITY AND TRUSTWORTHINESS	47
3.9 DATA ANALYSIS	49
3.10 ETHICAL CONSIDERATIONS AND PERMISSION	50
3.10.1 Informed consent	50
3.10.2 Confidentiality and anonymity	51
3.11 LIMITATIONS OF THE STUDY	51
3.12 CONCLUSION	51
<b>CHAPTER 4</b>	<b>53</b>
RESULTS OF THE EMPIRICAL INVESTIGATION	
4.1 INTRODUCTION	53
4.2 OVERVIEW OF THE METHODOLOGY	53
4.3 RESULTS	53
4.3.1 Results of the questionnaire	53
4.3.1.1 Section 1	54
4.3.1.2 Section 2	55
4.3.1.3 Section 3	55
4.3.1.4 Section 4	57
4.3.1.5 Section 5	61
4.3.2 Results of the interviews	61
4.3.2.1 Question 1	63
4.3.2.2 Question 2	65
4.3.2.3 Question 3	67
4.3.2.4 Question 4	69
4.3.2.5 Question 5	71
4.3.2.6 Question 6	73
4.3.2.7 Question 7	75
4.3.3 The results of the e-mail interview	77
4.3.3.1 Interview questions	77
4.3.4. Field notes by the researcher as observer in the field	80
4.4 SYNTHESIS OF THE FINDINGS	81
4.4.1 Findings of the questionnaire	81



4.4.2 Findings of the interviews	81
4.4.3 Findings of the outside expert who was interviewed	83
4.4.4 Findings of the participant observation	83
4.5 CONCLUSION	83
<b>CHAPTER FIVE</b>	<b>84</b>
<b>CONCLUSIONS AND RECOMMENDATIONS</b>	
5.1 INTRODUCTION	84
5.2. SUMMARY OF THE FINDINGS	85
5.2.1 Collegiality	85
5.2.1.1 Trust in decision-making	85
5.2.1.2 Consultation, Involvement, collaboration and collective wisdom	86
5.2.1.3 Shared vision	87
5.2.2 Managerialism	87
5.2.2.1 The institution as a business	87
5.2.2.2 Monitoring and regulation	88
5.2.2.3 Top-down decisions	89
5.2.3 An approach which combines collegiality and managerialism	89
5.2.4 Problems with quality assurance at HC	90
5.2.5 Positive views on quality assurance	90
5.3 CONCLUSIONS	91
5.3.1 Subquestion one	91
5.3.2 Subquestion two	93
5.3.3 Subquestion three	93
5.3.4 Main research question	94
5.4 RECOMMENDATIONS	94
5.4.1 Adoption of a collegial approach	95
5.4.2 Inclusion of elements of managerialism	95
5.4.3 Trust	96
5.4.4 Striving for shared vision to nurture ownership	96
5.4.5 Consultation, involvement, collaboration and collective wisdom	96
5.4.6 Steer away from top-down decision-making processes	97
5.4.7 Further research	97
5.5 FINAL CONCLUSION	99
REFERENCES	100
APPENDIX A Mission statement	105
APPENDIX B Presentation on quality assurance	110
APPENDIX C Letter to participants	117

APPENDIX	D	Questionnaire	118
APPENDIX	E	Letter to the external expert requesting participation in an interview	124
APPENDIX	F	Interview transcriptions	125
APPENDIX	G	Results of the questionnaire/survey	151
APPENDIX	H	Field notes by researcher as observer in the field	160

## LIST OF TABLES AND FIGURES

		<b>Page</b>
Table 1	Demographics of participants in the survey	54
Table 2	Responses to areas of dissatisfaction	58
Table 3	Reasons for dissatisfaction of quality assurance management	58
Table 4	Reasons for choosing a collegial approach or a combined approach	59
Table 5	Results of 4.7. in the questionnaire	60
Table 6	Demographics of interviewees	62
Table 7	Table of frequency for trust in decision-making	63
Table 8	Levels of importance for trust in decision-making	63
Table 9	Table of frequency in rigorous internal monitoring	65
Table 10	Levels of importance in rigorous internal monitoring	65
Table 11	Table of frequency for regulations undermining trust	67
Table 12	Levels of importance for regulations undermining trust	67
Table 13	Table of frequency for impact of top-down decisions on creativity	69
Table 14	Levels of importance for impact of top-down decisions on creativity	69
Table 15	Table of frequency for an institution to be run as a business	71
Table 16	Levels of importance for an institution to be run as a business	71
Table 17	Table of frequency for positive attitude towards QA	73
Table 18	Levels of importance for positive attitude towards QA	73
Table 19	Table of frequency for consultation in quality management	75
Table 20	Levels of importance for consultation in quality management	75
Table 21	Table of frequency for collegiality	78
Table 22	Levels of importance for collegiality	78
Figure 1	Summary of responses in section 2 of the questionnaire (Collegiality)	56
Figure 2	Summary of responses in section 3 of the questionnaire (Managerialism)	57
Figure 3	Preferred approach in 4.7 of the questionnaire	60

## LIST OF ABBREVIATIONS

CHE	Council on Higher Education
HEIs	Higher education institutions
DoE	Department of Education
HC	Helderberg College
QA	Quality assurance
SDA	Seventh Day Adventist

## CHAPTER ONE

### ORIENTATION TO THE STUDY

#### 1.1. INTRODUCTION

Tension seems to exist in higher education between administrators or those who manage education, and the lecturers who are directly involved in the teaching and learning process. It may be more accurate to say that this tension, to a large extent, appears to be arising from the dissatisfaction with the manner in which administrators or managers have attempted to meet the demands for change and accountability within the South African higher education context.

Within higher education it appears to be complicated to build and operate a quality assurance system, because it is regarded as a 'nuisance,' interfering with what is viewed as important. While academics recognize the benefits of quality assurance (QA) for the students and that a certain amount of standardization is needed, the general feeling is that current systems are too bureaucratic and are focused on a superficial level (Hoecht 2006:555). In addition, trends in quality assurance procedures focus on compliance and accountability. This has led to the possibility of alienating academics from quality assurance (Hodson & Thomas 2003:375).

In this chapter the researcher shares how she has explored the phenomena of quality assurance and accountability within a private higher denominational education institution. The background of the problem is provided to orientate the reader; the motivation and significance of the study are shared and the key concepts which were explored are identified and defined. The research questions and the aims of the study as well as the research methodology are outlined and the chapter is concluded with a brief description of the proceeding chapters.

## 1.2. BACKGROUND/DESCRIPTION OF THE PROBLEM

Over approximately the past 15 years higher education institutions have had to face major challenges and demands for change. Both nationally and internationally, Higher Education Institutions (HEIs) have been influenced by globalisation, an information explosion, diversity of students, shifts from teaching to learning, new approaches to governance, decision-making and increased accountability (Fourie 2004:2 and Harrison & Brodeth 1999:204).

It appears that, quality assurance was introduced mainly because of the need for accountability (Harvey & Newton 2004:151). At an institutional level, while HEIs are allowed autonomy, they are expected to meet the demands of being internally efficient through a quality assurance or management system (Jonathan 2006). At the same time, they also need to meet the requirements from various constituents (Massy 2003:209). These constituencies comprise government, students, employers and the general public, to name a few (Fourie 2004:1).

In South Africa challenges may be more intense due to the demand for equity and redress (Meyer; Warner & Palfreyman 1996 in Coughlan 2006:582). This implied that students and staff demographics needed to reflect the demographics of the South African population (Wilkinson 2003:161). Along with the introduction of institutional quality assurance or management systems, the principles of accountability, transparency and good service was highlighted (Hoecht 2006:542). There were also market demands made on institutions in that graduates from higher education institutions were expected to have acquired skills to match the skills needs of the country.

The body responsible for promoting and monitoring quality on a national level in South Africa, is the Council on Higher Education (CHE). The Higher Education Quality Committee (HEQC), which is a standing subcommittee of the CHE, acts as an external quality assurance agent (Pretorius 2003:129). The legal instruments which have contributed to the mandate of the HEQC include the Higher Education Act, 1997, the SAQA Act, 1995 and the Skills Development Act (CHE 2001:1).

The HEQC is an external agent for providing validation of quality through conducting institutional audits of the quality assurance mechanisms which institutions have employed in order to ensure accountability. It also grants accreditation of programmes offered on the National Quality Framework (CHE 2001:10). The HEQC has adopted a “light touch” approach to quality assurance in that validation is largely based on self-evaluation by institutions and on peer reviews. Institutions are expected to develop a quality assurance system which will produce accountability. While accountability is an important outcome in this system, the latter should not contribute to undermining and eroding academic freedom. In addition the QA system needs to continue efforts to improve student learning (CHE 2001:15).

Besides 'fitness for purpose and value for money', transformation is an important criterion for a quality assurance framework. It focuses on the development of the student, academically as well as socially. The intention is also that the student should be prepared to make a contribution to the economy.(CHE 2001:14).

Currently there appears to be more control and less trust between managers or administrators and lecturers. It seems that the strong bureaucratic control system in Higher Education (HE) is not the most appropriate quality assurance system to use, because it has the potential to stifle academic freedom (Coughlan 2006:583 and Bentley, Habib & Morrow 2006:20). It appears that it would not be advisable for institutions to adopt a total quality management approach that is managerial in nature, as this encourages resistance to QA and is likely to undermine control (Stephenson 2004: 65).

The challenge with QA systems and accountability is that apparently academics need to produce so much paper work as evidence for their academic work, that they don't get enough time to maximize their engagement in teaching and learning and research (Pretorius 2003:133). It seems that much of their time is taken up by the new quality management system, while a significant amount of their professional autonomy has been lessened. A tension and a divide may therefore have developed about the corporate management for accountability and the collegial management for improvement of learning, while in fact, both may be essential for the HEI to be responsive to the needs of society (Michael 1997 in Coughlan 2006:584).

Because of this perceived tension, there appears to be a dire need for more meaningful conversation between HE policymakers and academics in order to establish a quality system that can operate effectively without undermining trust and professional autonomy, while at the same time maintaining the confidence placed in academics by stakeholders to be accountable (Hoecht 2006:555-556). While collegiality was often not used as an approach for decision-making because it was not always effective, particularly when trying to introduce change with staff who are resistant to change, it was still thought to be the most appropriate method to use in HE (Hellawell & Hancock 2001: 183). A collegial approach involves using sensitive and important processes whereby policy and decision-making is arrived at through discussion and consensus (Bush 1995 in Hellawell & Hancock 2001:184).

However, probably the most serious disadvantage of using a collegial approach is the long process of decision-making, so that policy implementation may be seriously slowed down when this approach is used (Hellawell & Hancock 2001:188). Based on interviews conducted with academic staff, Hellawell & Hancock (2001), found that despite the negative aspects of collegiality, there was the sense that a collegial approach encouraged creativity and sharing. These characteristics of collegiality contributed to creating a non-managerial ethos within the institution. In this manner staff professionalism was encouraged and staff committed themselves to innovation and quality teaching.

The research problem at hand appears to be that QA systems have the tendency to be bureaucratic in nature and institutions in general have adopted a managerial approach to quality assurance. This has created a perceived tension in that lecturers feel that because of the bureaucratic controls, academic autonomy and trust is being undermined. They desire to build trust through a quality assurance system which promotes collegiality rather than managerialism. It seems evident that further investigation within higher education, and in particular within the context of a college of higher education, might be needed.



### 1.3. MOTIVATION

As quality assurance manager at Helderberg College (HC), the researcher has a vested interest in the development of a quality assurance framework that will maximize accountability while maintaining the trust and “buy-in” of the academic staff. Currently HEIs are expected to manage their resources efficiently and effectively while they continually seek to improve learning. Trying to achieve these major goals in addition to other transformational goals often produces tension. On the one hand, being efficient calls for monitoring and regulation. These processes seem to be bureaucratic by nature. On the other hand, enhancing improvement in teaching and learning, calls for academic autonomy and innovation. Academics may feel that bureaucratic control measures stifle innovation and undermine academic freedom. Herein lays the perceived tension.

The study reported on is of interest to both management and academic staff at an institution such as HC. Both groups, that is managers and academics, are stakeholders in a higher education institution and HC is no exception. As such they have an obligation to be accountable to the regulations and requirements of the Department of Education, the South African Qualifications Authority, as well as the HEQC. Both groups one would assume would be interested in improving student learning within the various disciplines. The primary benefit of the study was therefore that a quality assurance framework could be identified that would enable the institution to manage quality in ways that lecturers may feel that they are not being managed in a corporate manner, while simultaneously ensuring that professional autonomy is not being undermined.

### 1.4. DEFINITION OF KEY CONCEPTS

In defining the key concepts, it is important to acknowledge that there are a number of definitions that could be used to describe these concepts. However, the researcher selected those that could be regarded as the most appropriate to use within the context of the study.

#### 1.4.1. Accountability

Universities are no longer accountable only for the funding they receive, but also for the quality of teaching and learning taking place. "...Current notions of accountability have broadened beyond the 1980's perspective of accounting for the use of public funds and demonstrating efficiency in the allocation of financial resources. It now includes an accountability to students regarding the quality of teaching, as well as an accountability to industry for the knowledge and skills of new graduates..."(Milliken & Colohan 2004: 383).

Presently institutions need to justify how they operate, to government, students, employers and the general public (Fourie 2004:2). In South Africa 'Fitness of purpose' is a principle of quality assurance emphasized by the HEQC. This is linked to responsiveness to national transformational goals (Singh 2006:71). Programmes also needed to be restructured so that they could be aligned with a programme-based approach. This introduced regulations and record keeping which are in agreement with a programme-based approach (Mapesela & Hay 2005:119). Academics may feel that accountability has increased their work load too much. They may also question whether accountability actually promotes improvement and enhancement (Anderson 2006:584).

#### 1.4.2. Quality Assurance, quality manager, or quality assurance framework

The three above phrases were used interchangeably, but they were intended to convey the same meaning. "...purposes of quality assurance systems included improving current practices, meeting demands for public accountability, compliance with government goals for rationalization, and optimizing the use of targeted resources..." (Strydom, Zulu & Murray 2004:208).

Quality is not easy to define and it is a phenomenon which may have various meanings in various contexts (Mammen 2006:641). A framework for quality assurance is made up of quality assurance processes which suggest improvement (Dill & van Vught in Massy 2003:159). Some of the processes are: planning; feedback; peer evaluation and designing better assessment methods. (Massy 2003:159). An effective quality assurance system is one that is based on an approach of self-regulation (Harvey & Newton 2004:157). It could also be defined in terms of

‘fitness for purpose’ that is the alignment of the core functions with the mission of the institution or as ‘conformance to requirements’ (Milliken & Colohan 2004:385). This conformance would be with reference to external quality assurance agents such as government bodies.

#### 1.4.3. Academic freedom or autonomy and trust

According to the deontological notion academic freedom is interpreted as non-interference from parties external to the university and the right to teach and conduct research as academics see fit within the institution. The teleological conception defends the freedom of academics based on the premise that they have the right to operate in the best interest of the community which they serve (Bentley 2006:16-17).

Academics may feel that quality assurance has limited their autonomy as professionals. It has also impinged on their academic freedom (Hoecht 2006:541). A quality assurance system should encourage an element of mutual trust instead of relying on tight control (Hoecht 2006:550). The reason why many quality assurance systems fail is linked to the lack of trust and ownership (Boyd & Fresen 2004:11). When managers try to be accountable and efficient in ways which limit academics, then they resist change (Lucas 1996 in Coughlan 2006:583).

#### 1.4.4. Managerialism or managerial approach

Managerialism is associated with a top-down management approach. It has the potential to stifle academic freedom and innovation in teaching and learning (Massy 2003:25). It may have advantages in being able to establish an accountable goal directed management system, but on the other hand it does not allow for collaboration, which is an important component of quality management (Srikanthan & Dalrymple 2003:132). Typically with managerialism, senior staff make decisions and the rest of the academics need to implement them. With this approach the possibility exists that academics may not implement changes since they did not participate in the decision-making process (Hodson & Thomas 2003:384).

#### 1.4.5. Collegiality or collegial approach

Collegiality is an approach whereby decisions on improving teaching and learning are arrived at through discussion and consensus (Bush 1995 in Hellowell & Hancock 2001:184). It is, however,

a time-consuming approach and ultimately, even though consensus may have been reached, there is no guarantee that all will implement the changes decided on (Hellawell & Hancock 2001:188). In spite of this disadvantage it is still considered to be the most effective management style, since academics are the ones who are in a position to bring about improvement in a university (Shattock 2003:88).

## 1.5. RESEARCH QUESTION

### 1.5.1. Main research question.

Against the background of potential tension in the views of academic staff about quality issues, and taking into consideration the context of a particular institution, the main research question posed in the study was as follows:

**Do lecturers at Helderberg College (HC) prefer a collegial or a managerial approach to quality assurance?**

### 1.5.2 Subquestions

The following subquestions were addressed in an attempt to answer the main research question.

- ❖ What are HC lecturers' perceptions of a managerial and collegial approach towards quality management?
- ❖ What are the problems that HC lecturers experience with the current approaches in the quality management system?
- ❖ Which alternative approaches would HC lecturers perceive to enhance quality assurance while maintaining academic autonomy?

## 1.6. RESEARCH METHODOLOGY

### 1.6.1. Research aims

The main research aims of this study were posed as:

- ❖ To identify what problems lecturers might have with the management of quality assurance.

- ❖ To establish lecturers' opinion on a collegial approach to monitoring quality and accountability.
- ❖ To identify possible alternative approach(es) that might be appropriate for encouraging trust and enhancing accountability in a higher education setting.

#### 1.6.2 Research approach

The research approach adopted falls largely into the Interpretive Constructivist Paradigm. (See 3.2 in chapter 3). In this paradigm the ontology is based on the premise that "...reality is socially constructed..." (Mertens 1998:11). In this type of research the aim is to understand and interpret the meaning of a phenomenon (Mertens 1998:11). Knowledge is arrived at through studying how people construct reality. The research is not totally independent of the researcher's values. The phenomenon which was studied was the perception of academics with regard to quality assurance. Ultimately the aim was to explore and understand what lecturers perceived to be a viable approach to managing quality assurance.

#### 1.6.3. Research design

The study might be termed a case study whereby, through dialogue, the perception of staff on the issue of quality assurance was ultimately unraveled. These issues evolved around how lecturers view QA at HC and what they feel would be an appropriate QA system for accountability (See 3.4. in chapter 3).

#### 1.6.4. Data collection

- ❖ A questionnaire was administered to all the permanently appointed lecturers teaching in the academic programmes. The questionnaire was designed to establish how lecturers perceive quality assurance particularly at HC. One area explored was the dissatisfaction lecturers might have with the current quality assurance system. The other important focus was to establish the preference of lecturers (or academics, as they are sometimes referred to) for a collegial, managerial or other approach to quality assurance management.
- ❖ The questionnaire was followed by individual semi structured interviews. The focus of the semi structured interviews was based on topics from the questionnaire which needed

clarification. Purposeful sampling was used to select the participants. After the interviews had been conducted, they were recorded, transcribed and analysed.

- ❖ The third instrument used was an e-mail interview in which an outside expert served as an additional resource for data generation. As she had recently conducted a colloquium on quality assurance at HC, she was approached to comment on the preferences she observed for a quality assurance system at the institution.
- ❖ The final instrument employed was the field notes of the researcher as a quality assurance manager.

#### 1.6.5. Data analysis

Qualitative content analysis was used to analyse the data generated from the interviews. Through the data analysis process patterns and themes were confirmed. Descriptive statistics were used to report on the data generated from the questionnaire.

### 1.7. CONTEXT

The site for the case study was Helderberg College, a private HEI situated in Somerset West. Helderberg College as it is known today was established in 1928. By 1930 it had 150 students, and since then student numbers have surpassed this figure. Over the past six years the average student enrolment amounted to about 300. Helderberg College is one of about 100 institutions that are supported by the Seventh Day Adventist (SDA) church. For a short period of time HC was affiliated with Andrews University and Southern Adventist University (American) and their degrees were offered, but since 2004 all the programmes offered at Helderberg College are accredited by the CHE and registered with the Department of Education. One of the goals of the institution is to provide quality education within the context of a Christian world view. Within this context students learn to think critically and independently. In addition, creativity is encouraged. A pertinent aspect of the SDA Philosophy of Education is to prepare students for academic excellence, to help them acquire the appropriate skills for an ensuing career, and to create an environment in which they may develop spiritually and physically. Students are encouraged to adopt a Christian philosophy in which Christian values are embedded. Important

values upheld by the institution are: transparency, consultation, respect and innovation (see Appendix A).

The institution has three faculties: Arts, Business and Theology. The programmes offered in the Arts faculty are degrees in Communication, Psychology and History. Programmes offered in the Business faculty are degrees in Bachelor of Business Administration and Diplomas in Business Management and Office Administration. The Theology faculty offers the BA Theology degree and BA Biblical Studies.

#### 1.8. TARGET GROUP

The target group comprises the lecturers who are permanently appointed to facilitate teaching and learning of the academic programmes at Helderberg College.

#### 1.9. CHAPTER CONTENTS

Chapter one has provided an overview of the study, focusing on the issues pertaining to the management of quality assurance. It has also substantiated the motivation for the study and described the procedure of the research.

Chapter two constitutes a literature review. In this chapter the context of quality assurance, particularly in South Africa, is outlined. The key concepts are discussed and arguments for and against collegiality in decision-making are presented. Alternative approaches to collegiality are also explored.

Chapter three follows with a discussion of the research design chosen and the methods used for sampling, data collection and data analysis. In chapter four the results are presented and interpreted, while in chapter five the results are discussed and recommendations are made for the establishment of an accountable quality management at HC.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. INTRODUCTION

In reviewing the literature, it became apparent that trends in higher education, with particular reference to decision-making processes and structures, has changed over the last 10 to 15 years. These trends are briefly described at the beginning of this chapter. This is followed by a more detailed discussion of key concepts which relate to the changes that have taken place. These concepts are: accountability, quality assurance, academic freedom, managerialism and collegiality. Integrated into the discussion of these concepts are trends in quality assurance management that have taken place in higher education over approximately the last ten years. This is followed by an exploration of processes and approaches which could be incorporated into a quality assurance system or framework that prioritizes accountability, but may also be viewed as acceptable to the academics.

#### 2.2. TOPICS IN THE QUALITY ASSURANCE DEBATE

##### 2.2.1 Changing trends in higher education

Originally universities were subservient to the church and the government and therefore the former were obligated to promote the views of the church and the government. This often led to confrontation, presumably when the ideologies of the academics and those of either the clergy or the politicians did not match (Srikanthan & Dalrymple 2003:128). 'Modern universities' in the 19<sup>th</sup> century adopted an approach of academic freedom in teaching and learning to avoid the aforementioned confrontations (Thelin 1982 in Srikanthan & Dalrymple 2003:128). Academic freedom and quality were considered to be embedded in one another (Srikanthan & Dalrymple 2003:126).

In spite of the paradigm shift from universities being subservient to the church and government, to the point where academic freedom was prominent, higher education (HE) has throughout history been challenged in one way or another. Over the last ten years, however, the pressure has



been intensified because of pressure from the state, the economy and information technology. In South Africa, in particular, challenges may be more intense, because of the demands for equity and redress (Meyer 2002, Warner & Palfreyman 1996 in Coughlan 2006:582). It has been observed that when management tries to address these challenges in ways that limit academic freedom, academics resist change (Lucas 1996 in Coughlan 2006:583).

Since managers of education have tried various ways of introducing change and promoting accountability, there has been an ongoing debate about the appropriateness or suitability of an approach to quality assurance in higher education. Much of the debate has centered around the appropriateness of using the approaches of collegiality and managerialism or as Duke (2001:103) points out: "...The modern university is pulled between collegiality and corporatism or managerialism..." In the following section the kinds of changes that higher education institutions had to adapt to, together with changes which managers of institutions had to orchestrate, are elaborated on.

#### 2.2.2 The kinds of changes observed within institutions

An important change which came about was that decisions about objectives and modes of operation at the university have become part of a more centralized authority. In addition, a more managerial infrastructure now runs parallel with the academic structures of the institution. In some instances the former has replaced the decision-making functions of the academics. Along with this change, came a change from a more collegial style of decision-making to a more administrative top-down approach. In the past the kind of decision-making used was more representative of the various levels of the institution. This has been replaced and currently decisions are more often being taken by the leaders. Whereas the power of decision-making rested largely with the senate, this power has shifted to that of councils or boards of trustees. This could be likened to a more corporate style of management. In addition, individuals representing the corporate world are included in these bodies (Davies 2007:479 and Bentley et al 2006:20).

The implication of this kind of change is that more managerial structures have been introduced, while the collegial ones have been weakened. Quality assurance procedures appear to be replacing processes based on trust. Processes that have arisen from these changes are processes such as: external review, benchmarking and performance indicators.

While the changes that have taken place are universal and operations are based on the principles of 'professional self-regulation,' 'representative democracy' and 'bureaucratic steering' that regulate funding are common to all institutions, the extent of the emphasis in these areas varies from institution to institution (Davies 2007:480). Overall, universities both nationally and internationally have been influenced by globalisation, the information explosion, a diversity of students, the shift from teaching to learning, new approaches to governance, changing decision-making processes and increased accountability (Fourie 2004:2).

In South Africa, along with these influences, universities have had to adopt the goals and objectives of social transformation. A quality assurance system in South Africa would need to include the dynamics of issues related to race and gender equity, which are traditionally not associated with quality assurance. In addition to these issues one would find accountability requirements related to funding and capacity building (Singh 2006:69). Access needed to be broadened. Universities could no longer cater for only the elite group of students who came from advantaged backgrounds and who were top academic performers. Access needed to be widened to cater for students from disadvantaged backgrounds. The student profile of a university needed to reflect the demographics of the country. Along with granting access to students from disadvantaged backgrounds, these students needed to be provided with academic support in order to help them cope with the demands of academic life. With broadening access, classes became bigger and academics were subsequently faced with the challenge of facilitating the teaching and learning of large classes.

A new funding formula was also introduced. Funding and subsidies to institutions were no longer based on the enrolment of students, but also on the completion of their studies and on research outputs (Johnson 2006:60). This would probably result in less funding being available, because it is almost inevitable that enrolment figures are higher than graduation figures.

Not only did funding become more restricted, but the goals and direction of education were apparently being prescribed for institutions. The National Plan for Higher Education was launched in 2001. The purpose of this plan was to provide a framework for the intervention strategies outlined in the White Paper 3, 1997. According to this plan the ministry for education would have the prerogative of deciding on goals, incentives and sanctions to guide the higher education system. Academics may view this as an infringement of academic freedom and institutional autonomy (Mapesela & Hay 2005: 126). The aforementioned goals and incentives of education had implications for programme design and delivery.

Academic programmes subsequently needed to ensure that graduates who are produced in higher education, need to have skills which match the human resource needs of the country. A direct consequence of the demand for certain human resource skills was programme restructuring. Not only did programme content need to change, but also the approach to teaching and learning needed to be adapted. According to the SAQA Act of 1995, programmes needed to be restructured according to an outcomes-based approach (Wilkinson 2003:161 and Johnson 2006:60). Amidst all these challenges and demands for change, quality needed to be maintained, and not only maintained, but improved (Wilkinson 2003:162). This demand for change would have implications for the life of an academic.

Academics might have viewed all these demands for change as an infringement of academic freedom and institutional autonomy (Mapesela & Hay 2005: 126). Another pertinent trend was that the life of the academic may have changed, not only because of external demands for change, but also because of changes in practice within the institution, in that there might have been a change in collegial practice. Such change may be described as ‘contrived collegiality’ (Hargreaves 1994 in Johnson 2006:67). In this contrived collegiality relations with senior management changed and there appeared to be less collaboration, but more administration and regulation (Johnson 2006:67). One of the key outcomes of change was to be accountable. This concept is discussed in the following section within the context of higher education.

## 2.3. KEY CONCEPTS

### 2.3.1 Accountability in higher education

It seems that many of the changes required in higher education were linked to making institutions accountable, and this would even appear to be the reason why quality evaluation was introduced (Harvey & Newton 2004:151). Universities were no longer only accountable for funding, but also for the quality of teaching. Accountability in Higher Education, is having to explain to society ... “what they are doing and how well they are doing...” (Strydom, Lategan & Muller 1997:76). Institutions also have to demonstrate that whatever is being offered, is relevant and of high quality.

All the demands for change could be viewed as universities needing to justify their existence to government, students, employers and the general public (Fourie 2004:2). With government funding there is a demand for ‘value for money’, and institutions are now held accountable to students in that programmes must produce value for money. Programmes must be organized and well delivered (Harvey & Newton 2004:151). Hence the teaching must be of high quality and, in order to ensure that institutions were more accountable, auditing systems which were previously used in the corporate world were subsequently introduced in education (Powers 1994 in Hoecht 2006:543).

Apart from being accountable to students, universities were required to be accountable to other stakeholders. They needed to respond to market place demands and political processes (Massy 2003:209). As has been mentioned, accountability towards industry was required. This would be solved by preparing graduates so that they might possess the skills required to boost the economy (Milliken & Colohan 2004:383).

Besides marketing demands, the HEQC speaks of ‘fitness of purpose’, which is linked to responsiveness to national transformational needs, for example the broadening of access (Singh 2006:71). Programmes and research, as well as community service, must be responsive to the regional and national needs of the country. In addition, with the implementation of the National Qualifications Framework which the South African Qualifications Authority developed,

programmes had to be restructured according to a programme-based approach. Along with this, model regulations and record-keeping procedures were established (Mapesela & Hay 2005: 119).

This kind of demand for change had the potential to impact on the decision-making processes and structures of academic institutions. Realising that academic and support staff would need to be trained to meet the challenges of the transformation process, institutions were required to submit plans for skills development and training (Mapesela & Hay 2005: 116-117).

When viewing the demands introduced in order for institutions to be accountable, one can perceive a need to create a balance between institutional autonomy and public accountability. It seems inevitable that when speaking of accountability, there are implications for measurement and performance indicators. Standards need to be measured to ensure that they are maintained, despite changes such as massification and the demand for value for money. When phenomena have to be measured (something that was not required in the past), new administrative tasks need to be introduced. These administrative tasks call for direction and monitoring, which in turn requires management (Hodson & Thomas 2003:376).

External agents such as the Council on Higher Education and the Department of Education in the South African context may emphasize accountability, and as such put pressure on academic institutions. Within the institution this may result in resistance and dissention, because academics may feel that their individual initiatives are being stifled (Hodson & Thomas 2003:382). The effects of regulation and accountability have caused academics to feel overloaded. What is also problematic is the nature of this work. It is low-level clerical work. There is an element of tension between accountability and what constitutes improvement and enhancement. Sometimes accountability demands play a more prominent role, especially because of the requirements of external quality monitoring (Anderson 2006:584). Academics may also feel overwhelmed by all the policies and bodies which constitute the higher education system. They may feel stressed and confused, because in having to come to terms with these changes, their academic freedom may seem to be stifled, seeing that they do not have the time at hand to devote to teaching and learning, as well as to research and publication. The demands

placed on human resources in an attempt to meet the challenges of transformation with in a short space of time may in fact hamper rather than promote change (Mapesela & Hay 2005:127).

What may add to the apparent stress being placed on academics to meet the external demands for change, may be the fact that accountability may be considered to be state supervised in South Africa. There are rules for regulatory behaviour such as pre-audit cycles of planning, budgeting and assessment of outcomes (Fourie 2004:9). Moreover, external quality assurance agents are looking for performance indicators as evidence for efficiency and effectiveness (Fourie 2004:15).

### 2.3.2. Quality assurance in higher education

Authors and practitioners agree that the concept of 'quality,' is difficult to define. Quality is not "...absolute or static..." it depends very much on the context in which it will take place or on experience, and the purpose for which it is needed (Mammen 2006:641). Some authors prefer 'fitness for purpose' while others favour 'conformance to requirements' (Milliken & Colohan 2004:385). These almost ambiguous views is confirmed by Vroeijensstijn (1995 in Hodson and Thomas 2003:376). He defines quality assurance in terms of attention to quality maintenance and quality improvement. However, at the end of the second millennium it seems that emphasis is being placed on fitness for purpose. It appears as though there is a stronger focus on using performance indicators to ensure accountability and aligning core functions with the mission of the institution and the demands of the economy.

Quality may also be defined in terms of meeting user needs. It is the view of quality experts that if something cannot be assessed, it cannot be measured to ascertain and to reflect upon in order to decide whether it meets the needs of the users, or whether it needs improvement. Quality processes are therefore used to assure quality and ultimately to suggest improvement. These systematic processes make up a framework for quality management (Dill & Van Vught in Massy 2003:159).

Examples of quality processes are: planning; feedback; finding appropriate material; inventing teaching methods; designing better assessment methods and peer evaluation (Massy 2003:159). All these processes should contribute to a culture of quality. According to Massy 2003, this

involves the application of the seven core principles of quality on a regular basis (Massy 2003: 1993). The core principles are to: define education quality in terms of outcomes; focus on the processes of teaching and student assessment; strive for coherence in curricula, educational and assessment; work collaboratively to achieve mutual involvement and support; base decisions on facts wherever possible; identify and learn from best practice and make continuous quality improvement a top priority.

Another perspective of quality is that it should be viewed from the perspective of the stakeholders. These stakeholders are: the provider; the users of the products; the users of the outputs and the employees of the sector (Srikanthan & Dalrymple 2003:127). For the providers which would comprise the funding bodies and the community at large, who would be interested in 'good return on their investments', this is typically referred to as 'value for money.' Users are considered to be the students who would be expecting excellent standards. Users of the outputs (which are the graduates) are the employers. They expect that graduates whom they employ, would be sufficiently skilled to handle the challenges of their jobs. In this case providers would be evaluated for 'fitness of purpose.' The employees of the sector refer to the academics and administrators who work in educational institutions. They would like to experience job satisfaction (Srikanthan & Dalrymple 2003:127).

Quality can also be considered to be transformative, which could be described as a meta-quality concept which subsumes all the perspectives of all the stakeholders (Harvey & Knight 1996:51 in Srikanthan & Dalrymple 2003:128). This view is supported by Singh (1999 in Mammen 2006:641). Singh claims that besides fitness for purpose, value for money, excellence and perfection, transformation is considered to be a key approach to quality. Transformation in the sense of change in mission, vision, ethos assessment, teaching and learning, and also creating or producing life-long learners is considered to be fundamental in quality enhancement.

There has been a change in approach from the 'light-touch' in quality assurance in which trust and professional autonomy was still evident, to the more prescriptive quality assurance mechanisms of audits (Hoecht 2006:541). This claim was made because the audit system which can be traced back to a system used in financial accounting is now being used in the political and

social context. The purpose of the audit system is to ensure that stakeholders are more accountable (Powers 1994 in Hoecht 2006:543).

When using the aforementioned system, there is the risk of employing the lowest level of quality regulation (compliance), where statistics and documentation are merely submitted because it is required. If one wants to encourage effective accountability through quality evaluation, it should be based on self-regulation (Harvey & Newton 2004:157). Accountability and quality assurance are most effective through self-regulation which has a focus on improvement, together with a light-touch approach (Yoke 1994 in Harvey & Newton 2004:158).

As opposed to just being compliant, the main purpose of quality assurance is to create a culture of self-regulation which would lead to self-development. This would form a continuous cycle so that there is better value for money and accountability to the economy and to the learning community (Worthington & Hodgson 2005: 98). The following section looks more specifically at the development of quality assurance in South Africa.

### 2.3.3 Quality assurance in South Africa

The process for change in higher education in South Africa was initiated by the National Commission on Higher Education in 1996. It was this commission which promulgated the establishment of a single coordinated system for higher education. A quality assurance system was identified as, amongst others, a key mechanism for promoting capacity and improvement within this single coordinated system in higher education (Singh 2006:68).

The claim was made that quality assurance has become government-directed and forms part of the political agenda for change in South Africa. There were a number of government instruments which governed the development of quality. Quality assurance mechanisms had been introduced in order to have a framework which could ensure accountability and value for money (Strydom, Lategan & Muller 1997:86). The next legal instrument which would impact on higher education was the Green Paper which emphasised the establishment of a transformed higher education system, and by implication an improved quality in education (Strydom et al. 1997:88).



Another act that was instrumental in guiding quality assurance in higher education in South Africa, was the White Paper 3 on Higher Education. Strydom, Lategan & Muller (1997:89) claim that it was written from a political perspective. This policy document was intended to identify intervention strategies which would facilitate the transformation of higher education. It also provides the parameters of the future higher education system which would impact on academics (Mapesela & Hay 2005:115-116). According to the White Paper 3 *A programme for the Transformation of Higher Education*, quality assurance is the responsibility of the individual higher education institution. In order to facilitate transformation, the principles that need to be addressed are: quality; equity and redress; democratisation; development; effectiveness and efficiency; academic freedom; institutional autonomy and public accountability (CHE 2001:1).

According to the Higher Education Act, 1997, which was also instrumental in making a significant impact on quality assurance in higher education in South Africa, the Council on Higher Education was established to regulate higher education and to provide quality assurance and promotion (Mapesela & Hay 2005: 118). The Higher Education Quality Committee (HEQC) which is a permanent committee of the Council on Higher Education, was mandated to audit quality assurance mechanisms in higher education institutions and to grant accreditation to academic programmes (CHE 2001:5). At a national level the Higher Education Quality Committee is responsible for quality assurance.

The HEQC had been commissioned to develop procedures and criteria for quality assurance in consultation with higher education institutions. The committee was to focus on improvement rather than to use punitive measures to monitor quality assurance. Procedures were to be a mix of self regulation and independent assessment (Strydom & Van der Westhuizen 2001:28).

The HEQC based the development of a quality assurance framework on three criteria: fitness for purpose; value for money and transformation. The fitness for purpose is evaluated in the context of alignment of learning outcomes programmes and strategies with the mission of a particular institution. The value for money would judge whether institutions are using money invested to operate effectively and efficiently, and ultimately to produce graduates who have developed the skills that they and other stakeholders had invested in the institution. Transformation does not

only take place at the micro-level of a student developing and changing because of the quality of education received. It also refers to institution exercising principles of equity and democracy (CHE 2001:14). The social base of the new education system was to be broadened to reflect the demographics of South Africa in terms of age, class, gender, race and physical disabilities. By implication, both staff and student bodies were to become far more diverse than they traditionally used to be (Mapesela & Hay 2005:116).

Quality assurance evolves around the institutions' internal concerns which are: quality, cost effectiveness, efficiency, access, equity and redress. These concerns are processed in terms of cycles of planning, implementation, evaluation, reviewing and improving (Strydom & Van der Westhuizen 2001:28). The HEQC has been mandated to audit these cycles of processes, in that it "...provides external validation of the judgements..." that institutions make on the quality of their operations (CHE 2001:15). The institution provides evidence of the levels of quality by means of self-evaluation reports based on the aforementioned processes, while the HEQC uses site visits and peer reviews to make these validations. The HEQC peer review panels focus on initiatives and resources institutions had put in place for quality development and improvement, as well as on quality assurance (Singh 2006:72). Once they are satisfied that efficient quality assurance frameworks have been established across a broad spectrum of higher education institutions, then they would resort to a 'light-touch approach', which would rely mostly on self-evaluation reports by individual institutions (CHE 2001:15). It appears that the quality processes used had implications for the autonomy of institutions at large and for the lecturers in particular.

#### 2.3.4 Autonomy, academic freedom and trust in higher education

Many lecturers would probably claim that the new quality management regime has taken away a significant amount of their autonomy as professionals, as well as their academic freedom (Hoecht 2006: 541). In the South African context, institutions are given some autonomy. They may select staff and determine their conditions of service. They may also decide on the curriculum and academic standards, as well as on the allocation of funds. In some European countries particularly, however, while greater autonomy is being offered, it is accompanied by demands for internal efficiency, improved management systems, quality assurance and fulfilment of the market requirements (Fourie 2004:4).

There is the view that accountability and autonomy are a contradiction in terms. Autonomy is supposed to mean that institutions run their core functions independently. Accountability, however, has meant that quality assurance practices and mechanisms have been introduced to establish an alignment with the regulatory framework in higher education (Adams 2006:4). This might contribute to lecturers feeling that autonomy has been undermined, and they may therefore feel that trust has been lost.

Institutional autonomy and academic freedom are sometimes used interchangeable and can be linked. One could adopt the deontological notion of academic freedom which defends the rights of the academic to operate without interference. This is problematic because the academic by having the right to teach and do research without interference may not take into account the transformational needs of the community or society. The teleological conception of academic freedom defends the freedom of academics based on the premise that they have the right to operate in the best interest of the community which they serve (Bentley et al. 2006:16-17). Du Toit (2000 in Bentley et al. 2006:17) suggests that academic autonomy should be recognized but on the condition that their practice reflect their intention to promote the common good of society.

A quality assurance system must to some extent rely on trust, because total control in any system is not likely to occur. Trying to use a system which is tightly controlled might stifle innovation, while a system that is based on trust encourages mutual learning. Such a system should be more effective, because it enhances intrinsic motivation. A system based on trust also reduces the effort and cost incurred in a highly monitored system (Hoecht 2006:550).

The current system, however, appears to be too bureaucratic and it focuses on a superficial level. There is more control and less trust (Hoecht 2006:555). The reason why many quality assurance systems fail is linked to the lack of trust and ownership (Boyd & Fresen 2004:11). When management tries to face the challenges brought about as a result of the demands for accountability, efficiency and effectiveness and they manage in ways which limit academic freedom, then academics resist change (Lucas 1996 in Coughlan 2006:583). In the UK

academics had doubts about quality assurance. They resisted it and regarded it as a quality industry and a burden (Newton 2002 in Stephenson 2004:64).

The trend for quality assurance procedures to focus on compliance has led to the possibility of alienating academics from quality assurance. There is a need to counter balance compliance with an emphasis on encouraging innovation and self-improvement by individual members (Hodson & Thomas 2003: 375). The process of self-evaluation and regulation is compared to policing. Academics may find this experience to be demoralizing and their traditional views on their identity as professionals are being challenged because they seem to have experienced a loss of control (Worthington & Hodgson 2005: 98).

Boyd & Fresen (2004:5-6) claim that many lecturers are interested in improvement, but the introduction of quality assurance has created heavy workloads, taking up time they would rather spend on teaching and research. There is a concern that quality management will move to a system of Total Quality Management (Dennis 1995 in Milliken & Colohan 2004:388). It appears that one way in which resistance can be encouraged is when a total quality management approach which has characteristics of managerialism, has been adopted (Stephenson 2004:65).

#### 2.3.5 Managerialism in higher education

Managerialism is the pursuit of a results oriented system of government management. It has streamlined decision-making and greater autonomy, but on the other hand increased the responsibility for programme management (Uhr 1990 in Milliken & Colohan 2004:381). If institutions decide to use a managerial approach in order to meet the demands of external evaluation, it could be considered as a weakness in the organisation's culture, because managerialism is control-oriented and does not foster collaboration, which is a requirement of quality management (Srikanthan & Dalrymple 2003:132).

Managerialism is also associated with a top-down approach, and when this kind of management approach is used, it will stifle the creativity that empower academics (Massy 2003:25). The managerial approach to monitoring quality appears to bring enlightenment, but is merely a masquerade of control (Day 1998 in Milliken & Colohan

2004:389). In a managerial approach, the senior staff will draft and implement policy, in which event the academic community may not take ownership of the quality assurance process. Policy will remain policies in name only, without enjoying the thinking and buy-in of the academics (Hodson & Thomas 2003:383). An alternative would be to involve staff through meetings, seminars etc. (Hodson & Thomas 2003:384). Academics resist an approach which they perceive to be associated with managerialism. They appear to prefer to retain the collegial approach, combined with the idea of leadership (Davies 2007:385).

Labour process theorists claim that academic work now appears to be approached with managerial priorities, while quality in higher education is being driven by market values. Education now needs to be marketed and there is the constant demand for change to meet these demands (Knight et al. 1989 in Worthington & Hodgson 2005:96). The main purpose of quality assurance is to create a culture of self-regulation and self-development. It becomes a continuous cycle, ensuring that there is better value for money as well as accountability to the economy and learning community. These cycles, however, often involve managing academics performing intellectual labour (Morley in Worthington & Hodgson 2005:98).

In the South African context the choice of government to use Growth, Employment and Redistribution (GEAR) as a macro-economic policy has impacted on public spending. Government spending in particular was curbed in education, while emphasizing accountability, effectiveness and efficiency. This, together with market competition, was to impact on the kind of transformation that was required (Cloete & Kulati 2003 in Adams 2006:7).

In the context of higher education in the UK, government has encouraged managerialism as a means of meeting their demands. The result was that many challenges were faced when rigorous internal quality monitoring was introduced. This resulted in staff developing an attitude of resistance. In addition, a breakdown of reciprocal accountability and trust between management and staff developed (Newton 2002:186). In such cases lecturers might have considered reverting to collegiality as the solution.

### 2.3.6 Collegiality in the context of managing higher education

Collegiality is an approach used when policy and decisions are arrived at through a process of discussion and consensus. This implies that power sharing takes place (Bush 1995 in Hellowell & Hancock 2001:184). Quality assurance is not accepted or understood by all academics and where all the stakeholders do not share the same vision of quality, or assume ownership of the same quality assurance system, progress cannot be anticipated. The need to improve and produce quality should be driven from within the institution. If the internal quality assurance systems are effectively operated from within, this counterbalances pressure from external quality assurance agents (Boyd & Fresen 2004:11).

#### 2.3.6.1 Disadvantages of a collegial approach

Collegiality was not always used as an approach for decision-making because it was not effective particularly when trying to introduce change. Using collegial forms of decision-making is a long process. A significant amount of listening, patience and persuasion needs to be exercised. There are times that policy design and implementation may be seriously slowed down when using this approach and it is also possible that once consensus is reached, some may not feel obligated to implement these changes (Hellowell & Hancock 2001:188). In addition when adopting a decision-making process through discussion, the possibility exists that those who are more vocal than others may sway decisions. This may affect decision-making adversely if the vocal persons have a particular agenda (Hellowell & Hancock 2001:187). In some cases there may be a “[H]ollowed collegiality” in which not enough substantial discussion takes place to have an impact on improving student learning (Reader 1999:213).

#### 2.3.6.2 Advantages of a collegial approach

Despite the disadvantages of a collegial approach, it was thought to be the most appropriate method to use in higher education, particularly with all the changes that needed to be introduced. Where staff were not averse to changes, collegial forms of management were effective in bringing about change (Hellowell & Hancock 2001:188).

There is the sense that a collegial approach encourages creativity, while the practice of sharing contributes to creating a non-managerial ethos. In this climate staff professionalism is

encouraged and academics commit themselves to innovation and quality teaching. This view is supported by Hardy (1977 in Hellowell & Hancock 2001:190). The author compares an organization of consent with a traditional hierarchical organization. In the former, authority is granted from below. In the latter, authority is imposed from above and it is not as effective or powerful as when consent has been received from the lecturers who are being worked with. Official position can be used to drive policy, but in order to be implemented or accepted, the views of staff still need to be heard before the actual implementation. Middle managers claim that although using a collegial approach is more difficult, it seems to be essential in order to gain staff support (Hellowell & Hancock 2001:191). This is supported by Ulrich (1998) who says that: "...change happens through sharing not simply imposing..." (Ulrich 1998 in Harrison & Brodeth 1999:213). Managers have expressed the view that in order to achieve goals, the best form of influence was by using the collegial approach (Clegg 2003:809).

The claim is made that to ensure improvement within a programme, it is important that the academic staff be involved in the decision-making process. Watson & Hallett (1995:78) maintain that collegiality can be used within a Total Quality Management approach. The collegial culture should be 'harnessed,' to establish or strengthen a quality assurance programme. The best way to use total quality management is to use it as an improvement project, in which case it is called a total quality improvement project. It was found that a collegial approach to decision-making contributes to the success of a total quality improvement project. A 'loose tight' model is suggested to deal with tensions between the academic and administrative cultures. The role of the project manager is perceived as one which works 'for' the project teams (which would most likely be the lecturers) at the 'tight' end, by facilitating efficient coordination and provided advocate resources. The 'loose' end would be working 'with' academics by eliciting their interests and talents to be used in the project activities. Good practice would not have to be enforced, but would be a natural result of practices used in a successful or effective project. Good practices such as review, monitoring and evaluation will naturally emerge from an effective project. In addition, shared values and collaboration are elements of collegiality which are employed (Watson & Hallett 1995:83). This is supported by the views of Kinman & Jones (2004:1 in Hull 2006:38) who define collegiality as typically characterized by "... consensual decision-making, cooperation and shared values..." Consensus is emphasized at collegial

institutions, but other characteristics which are also prevalent are: shared power, consultation and collective responsibility (Reader 1999:211).

Shattock (2003:88) claims that a collegial style of management is the most effective method of achieving success in universities. It was found that in certain private companies, ownership and participation played a major role in motivating good performance. At universities academics are the ones who need to be participating in decision-making if advancement in the performance of the university is to take place.

Universities have always had elements of bureaucracy within its organisational structures but it still had collegial practices that were followed. These collegial practices gave the university its culture, however changes in higher education have been negatively perceived and have been referred to as 'post collegial' (Anderson 2006:579).

## 2.4 BUILDING A QUALITY ASSURANCE FRAMEWORK IN HIGHER EDUCATION

It is not easy to build and operate a quality assurance system, because it is regarded as a 'nuisance,' interfering with what is viewed as important (Wilkinson 2003:166).

The decision-making structures in universities have changed. There are two ways in which these structures can be described. On the one hand there is the 'republic of scholars'. In this type of structure institutional autonomy and academic freedom go hand in hand, while leadership and decision making are still executed by scholars using a collegial approach. On the other hand, in the 'stakeholder organisation,' institutional autonomy means that strategic decisions are taken by leaders in the interest of the stakeholders. In an institution that uses this model, academics form only one component of the many stakeholders of an institution (Bleiklie & Kogan 2007:477).

Quality assurance is not accepted or understood by all academics. Where these stakeholders do not share the same vision of quality or assume ownership of the same quality assurance system, progress cannot be anticipated (Boyd & Fresen 2004:8). Suggestions for building an effective quality assurance system are discussed in the following subsections of par. 2.4 in this chapter.



#### 2.4.1. More meaningful conversation

A more meaningful conversation appears to be necessary between higher education policymakers and academics in order to establish a quality assurance system whereby quality can be achieved in teaching and learning, without undermining trust and professional autonomy. This might also be needed to maintain the confidence placed in academics by stakeholders from the public arena (Hoecht 2006:555-556). What seems to be needed is not managerialism, but a management that is closer to staff and which is aware of the concerns of academics and of what is happening at the level of teaching and learning (Johnson 2006:68).

#### 2.4.2. Consultation

The view of management being closer to staff is supported by Boyd & Fresen (2004). They claim that the need to improve and produce quality should be driven from within the institution. If the internal quality assurance system is operated within, this will counterbalance pressure from external quality assurance agents (Boyd & Fresen 2004:11). It seems that institutions will need to ensure that a shift of emphasis from compliance to quality enhancement take place. Tension may exit, because external pressure on the institution may lead to the adoption of a corporate approach to management whereby a small group of senior managers develop policy. This will not necessarily guarantee that academics take responsibility for decisions made, because they have not been consulted. All levels of staff should be encouraged to participate in quality enhancement (Hodson & Thomas 2003:380).

As long as the state controls or dictates governance in any higher education institution, there will be a continuation of the degradation of academic vitality until such action is taken to restore institutional autonomy in the process of quality assurance in higher education. More study is apparently needed in areas dealing with the removal of the negative impact of control in higher education. It seems that ultimately emphasis needs to be placed on the fact that institutions have to increase their capacity for bringing about transformation themselves in order to meet the challenges that quality demands (Srikanthan & Dalrymple 2003:133).

#### 2.4.3 Trust

Linked to the retaining of control by academics is the aspect of trust. Many of the reasons why quality assurance systems have failed could apparently be linked to the lack of trust and ownership by the lecturers. This lack of trust or failure of a system can be overcome with effective training and change management techniques. This would entail lecturers being part of decision-making and planning, which in turn would ensure their commitment to the process (Boyd & Fresen 2004:11).

#### 2.4.4 Training

It seems that quality assurance could be enhanced in three ways, the first of which would be building capacity. This would require support initiatives in terms of finding ways to improve the *status quo*. Secondly an effort should be made to help academics understand the theory of quality assurance, motivating them to want to build an internal quality assurance system. Finally, the aforementioned practices would help to prepare academic institutions for external audits (Boyd & Fresen 2004:12). What ultimately appears to be important is that academics be allowed to perform the core functions of an institution. In addition they should be provided with training opportunities and support to instill in them responsibility and accountability for their own quality assurance practices (Boyd & Fresen 2004:14). This view would appear to favour collegial practices.

It seems, however, that a collegial institution still needs leadership and management which will address the needs of the institution and its stakeholders. Preference is given to the appointment of leadership based on the recommendation of the academics. Academics work hard when they are self-governed. This, however, does not seem to be the case with a top-down approach. With a top-down approach academics appear to lack motivation. Having said that, collegiality is not the only contributing factor to success. There are other factors such as a well-established history and past wealth which may also contribute to a successful university (Shattock 2003:86).

Apart from collegiality, there is the possibility that a new type of management could be considered, which will be able to meet the demands of the changing trends and ensure accountability in higher education. In this type of management professionals need to be trained

to keep up with changes and in this way higher education needs to operate like a business, though it should be more than a business. It must still discover, teach and apply knowledge (Harrison & Brodeth:1999:204), while those leading the institution need to have training in order to combine the aforementioned academic and executive functions. It seems that the quality of the leaders will ultimately determine the rate of successful change (Harrison & Brodeth 1999:205).

#### 2.4.5 Communication and collaboration

In addition to preferring a new type of management, communication and collaboration appear to be important in facilitating improvement in a system. Knowing that communication is important is not enough. Leaders require the skills to communicate effectively and to drive the change process to the extent that academics will not only agree to change, but will desire leadership in the process (Harrison & Brodeth 1999:208). Adams (2006:10) claims that an alternative suggestion or approach to improving institutional governance might be to adopt an African Philosophy to education, which places emphasis on the idea of community "...in the African traditional sense..." The values of this approach would be ones embedded in the principles of the Black Consciousness Movement. In the same way that trust and interdependence were practised in the community, it would be applied to the academic community. In addition, decision-making in the higher education institution could be characterised by collaboration, in which case ownership would be with the academics as apposed to a managerial approach where policy is devised and implemented without consultation (Adams 2006:11). While consensus may not always be reached, room is made for allowing opposing views to co-exist. This would not necessarily be a rationalist approach where control is eminent (Adams 2006:12). The concept of a community based on an African philosophy of education would seemingly allow for more democratic practices to emerge, which should be conducive to transformation.

#### 2.4.6 The combination of a collegial and corporate approach

Apart from practising effective decision-making processes, management is expected to find ways of ensuring that the institution is efficient and it is sustained. It seems important that while regulation with regards to resources are required, at the same time the academic's autonomy ought to be retained and the latter should be allowed to participate in management. It appears that

the 'managed managerialism' model might be able to promote the aforementioned balance. (Coughlan 2006: 588)

There seems to be a need for leadership to acquire the skill of combining the collegial ethos of a higher education institution with the a corporate approach in order to meet the demands of its customers, rather than adopting a managerial approach (Davies et al. 2001 in Davies 2007:385). This skill requires just sufficient corporate style of management to be effective, yet not to the extent of threatening academic autonomy. In doing so, it will ensure that resources are in place to provide a sound infrastructure needed to support the academic, while at the same time accountability is being promoted. In this model the retention of academic autonomy should be a goal that is shared by both academics and administrative leaders (Coughlan 2006:586).

#### 2.4.7 Self-regulation

Having acquired the skill of combining collegiality and managerialism, managers should know how to facilitate regulation. If quality assurance and regulation are to encourage transformation, it appears that evaluation should be taken out of the politician's hands and trust should be restored to the academic to focus on internal processes (Harvey & Newton 2004:161). A model of self-regulation which is enhancement-led and evidence-based appears to be appropriate. It suggests that accountability will follow when this model is used, because it emphasizes improvement (Harvey & Newton 2004:163). It seems that a shift in ideology, away from quality management as an attempt to impress and control, and towards one of encouraging a 'bottom-up' initiative, could promote quality. This would involve cooperation and communication across the institution and the main focus is enhancement (Harvey & Newton 2004: 163).

#### 2.4.8 Top-down and bottom-up approach

Strydom, Lategan & Muller (1997:160) claim that a quality assurance framework should adopt a top-down approach and a bottom-up approach. In this kind of approach, top management will support quality assurance with the infrastructure and financing, while they are also responsible for planning policies and incentives. The implementation of policy and control, however, is the responsibility of the bottom. It is important to realize that academics are not passive recipients of directives and objectives issued by management. In this approach managers and administrators

are aware of how academics think, what they do, and the meaning they attach to policies (Newton 2002:208). While policy may be structured by management, the real policymakers are the active frontline academics, because they use the policy and may implement and interpret it differently from management (Newton 2002: 206). If one wishes to avoid the problem and difficulties resulting from a top-down approach, it appears that one needs to understand academics and their activities and to ascertain what takes place at all levels. This will help the persons in question to see the role they will play in policy development, and how change and innovation can take place (Newton 2002: 209).

#### 2.4.9 Network university

It seems that adopting the model of a 'network university' might bring about improvement and accountability. In this type of university each sector of the university works within its own parameters and with the communities associated with it, relying on trust from top management (Duke 2001:105). This is suggested as an alternative to managerialism. It promotes entrepreneurial success and co-producing knowledge with partners (Duke 2001:115). Based on the principle of networks, partnerships are formed in order to be innovative (Duke 2001:117).

#### 2.4.10 No ideal quality assurance system

While many suggestions for the development of an effective quality assurance framework are made in the literature, it seems that there is no ideal or best quality assurance system which is suitable for all institutions (Newton 2002:208). This view is supported by Srikanthan & Dalrymple (2003:127) who claim that there is no consensus about the ideal model for quality in higher education, but that most of the models are variations of the total quality management method, which has its origins in industry. It appears as though managers would need to assess the climate for change amongst staff members if they want to be effective in bringing about change. This implies that they need to familiarize themselves with the values and expectations of the staff. Aligning these realities with the philosophy driving the quality system, and following the correct pace, are equally important. Change on an incremental basis may be best, so that time is taken to explain change (Newton 2002:208). Before deciding on the best approach to establish and operate a quality assurance system, it is important to understand the culture of the institution (Davies 2007:396).

## 2.5 SUMMARY

Higher education institutions in both the national and international arena have been influenced by changes such as globalisation, broadening of access, the paradigm shift from teaching to learning, new approaches to governance, changing in decision-making processes and increased accountability. HEIs are no longer accountable for funding only, but also for the quality of teaching. Likewise, they are no longer accountable to government or sponsors only, but also to students, employers and the public in general. Moreover, they need to deliver programmes that offer 'value for money.'

In addition, HEIs in South Africa needed to adopt the goals and objectives of social transformation. Quality assurance systems needed to include the dynamic issues related to race and gender equity. The implication for lecturers or academics was that they now needed to meet the needs of a diverse body of students who may not have gained access by the traditional admissions route. Classes subsequently became larger, requiring a change in approach to teaching and learning activities. Students who may have gained access by alternate admission routes also needed support to cope with the demands of academic life.

In South Africa quality assurance mechanisms have been introduced in order to establish a framework which would ensure accountability and value for money. While quality assurance is the responsibility of the individual higher education institution, the HEQC is responsible for auditing quality assurance mechanisms and for granting programme accreditation on a national level. The demands for quality assurance called for new administrative tasks and these needed to be managed within HEIs.

The current system in South Africa, however, appears to be viewed as too bureaucratic with more control and less trust. Therefore quality management processes has led to the loss of autonomy on the part of the lecturers, who felt that their academic freedom was compromised. Regulation is sometimes seen as policing, and in this sense it can be demoralizing.

Some institutions have opted for adopting a managerial approach for quality assurance or quality management. It seems that a managerial approach does not allow for collaboration or discussion and is associated with a top-down approach, which might stifle creativity. When a managerial approach was used in the United Kingdom, staff developed an attitude of resistance and there was a breakdown of reciprocal accountability and trust between management and academics.

By contrast, in a collegial approach or an atmosphere of collegiality, decisions are reached through discussion and consensus, allowing for power sharing. This approach might be considered to be the most suitable in higher education, because it creates a climate in which academic professionalism is encouraged, and lecturers feel that they can commit themselves to innovation and quality teaching. There are, however, also disadvantages in using a collegial approach, the main disadvantage being that it involves lengthy processes which may seriously slow down policy design and implementation.

‘Managed managerialism,’ is another approach which might be considered useful. It requires a corporate style of management to ensure that the institution is efficient and that resources are regulated. At the same time academic autonomy must be retained and lecturers need to be allowed to participate in management.

It seems that a model of self-regulation which is enhancement-led and evidence-based could promote quality assurance. A ‘bottom-up’ initiative should be encouraged. In this model control is minimized and improvement is emphasized while communication across the institution is encouraged.

There appears to be no ideal or best quality assurance system which is suitable for all institutions. Managers would need to establish what the values and expectations of the lecturers are before deciding which approach would be most suited to that particular institution.

It seems that a quality system could be established which would encourage quality without undermining trust and professional autonomy. In order to build trust of this kind, lecturers should participate in decision-making and planning. It seems that this would ensure their

commitment to the process. In addition, it seems that lecturers need to be trained, enabling them to keep up with the changes in higher education and to be accountable for quality assurance. In this way institutions would be operating as a business. Higher education , though, is more than a business, because it is involved with a quest for truth, and committed to teaching and the application of knowledge.

In the next chapter an explanation is provided of how the research was conducted to establish the quality preferences of lecturers at HC. In chapter three the research paradigm which was used will briefly be explained and the research design described. A detailed description of the instruments that were used for data collection is included. This is followed by a description of the data analysis used.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1. INTRODUCTION

The aim of the study was to establish what the preferred management approach would be for constructing a quality assurance framework/system which promotes accountability. The study focused lecturers' perceptions of a collegial or managerial approach as being the most appropriate approach for the management of quality assurance at Helderberg College. The study also aimed to identify problems in the present management approach and to establish whether there was an alternative approach which was perceived to be more appropriate.

A case study design was used. In a case study it is suggested that three aspects be considered. The first is that the case study needs to be demarcated. The researcher decides who will participate. This may call for adjustments as the study progresses. Secondly the research involves not only data collection, but also an analysis of the data. The researcher needs to look for recurring patterns and themes. Thirdly triangulation may be used to establish what the patterns are (Welman, Kruger & Mitchell 2005:194). This chapter reports on the methods which were used to research the perception of lecturers on quality assurance at Helderberg College.

#### 3.2. RESEARCH PARADIGM

This study can be strongly associated with the Interpretive Constructivist Paradigm, because it is an institution-based case study. Within this paradigm the ontology is based on the premise that "...reality is socially constructed...."(Mertens 1998:11), and the aim is to understand and interpret the meaning of a phenomenon (Mertens 1998:11). Knowledge is arrived at through studying how people construct reality. The research is therefore not totally independent of the researcher's values.

The aim of the study was to establish the lecturers' preference for either a collegial or a managerial approach to quality assurance. In an attempt to establish this phenomenon, it was

important to discover through dialogue and a survey how they perceive these approaches. In addition it was important to understand how they experience the management of quality assurance. Discovering how lecturers experience quality and being exposed to their perspective of a collegial and managerial approach to quality assurance, contributed to data which was used to construct knowledge. What was also valuable about this approach is that the reasons lecturers held certain views, could be explored and this added value to the construction of knowledge.

From an epistemological stance, the process of research in this study involved interaction between the researcher and the participant. Both influenced each other and new knowledge was acquired (Mertens 1998:13). The researcher had to use social skills to gain an understanding of reality from the lecturer's point of view. Mutual negotiation was central to constructing knowledge (O'Donoghue 2007:10). Typically in this research paradigm the research methods used are interviews, observations and document reviews (Mertens 1998:14).

The research design employed both quantitative and qualitative instruments to explore and describe staff perceptions on the management of quality assurance. A mainly qualitative research design can be used to analyse thoughts and perceptions. It can also play a significant role in the generation of policy development and in quality improvement in teaching and learning. In a qualitative design the researcher may do an in-depth study of a specific group, e.g. a group of lecturers as in the case of Helderberg College (Mc Millan & Schumacker 2001:395).

### 3.3. THE ROLE OF THE RESEARCHER

The researcher is currently the Quality Assurance Manager (QAM) at Helderberg College. The role of the QAM is to develop an institutional approach to QA. The QAM supports the vice-president for Academic Administration with policy development and ensures that the cycles of quality processes are maintained. It is also the responsibility of the QAM to ensure that the institution is in compliance with the regulations of the Department of Education (DoE), the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA).

The quality management system or quality assurance is monitored through committees, policies and procedures. In addition, the QAM facilitates processes that promote improvement and innovation. The quality assurance mechanisms used are: evaluation by the Programme of Learning Advisory Committees, student evaluations, external moderation, impact studies, exit interviews and programme reviews. The coordination of these mechanisms is the responsibility of the QAM. The latter sits on all the academic decision-making bodies, including the Academic Administration Committee and the Senate. Having mentioned the current situation with regard to QA, it is important to note, however, that there is still need for an improved, integrated and effective framework for quality assurance.

The research was conducted by the QAM. The participants in the study were assured that the purpose of the survey and interviews would be to generate data for the study, and that their anonymity would be ensured. As far as possible, they were requested to view particularly the interviews in this light. This was reiterated by the researcher at the beginning of each interview and the participants indicated that they understood.

The researcher handed out the questionnaires for the study personally, but an assistant was appointed to collect them. This was done to ensure anonymity. The researcher decided to conduct the interviews herself, because in a small institution there are very few people who have an in-depth knowledge of what happens in quality assurance. At small institutions only one person can actually focus on a specialized field such as QA, even though it ultimately concerns everyone. The limitation of using this approach is that the researcher could be biased, which may affect the trustworthiness and reliability of the study. In order to enhance the credibility of the study, triangulation was used in the data collection methods, while researcher checks were also conducted (see par.3.7.2 and par.3.8 in chapter 3). The data analysis was checked by a colleague who was familiar with the context of the study and the data analysis method that was used. Once the interviews were transcribed, the participants were asked to check whether their responses were transcribed accurately and interpreted correctly.

### 3.4. RESEARCH DESIGN

This particular research project can be termed a case study. In a case study the focus is on one phenomenon. The focus falls on participants who might range from a single person to a group of participants. When conducting a case study, a qualitative researcher may concentrate for instance on one faculty at an institution. This type of group is already established within a certain context (Denscombe 2003: 30). The phenomenon studied in this case, was the body of preferred approaches to the management of quality assurance.

A strong advantage of a case study is that it allows the researcher to study a phenomenon within its natural setting. It also allows for more in-depth study of processes which lead to certain outcomes. In addition one might discover the reasons why certain outcomes could be expected (Denscombe 2003:31). A case study may also contribute to policy formulation. A researcher may decide to focus on the processes which are followed in policy development and, as a result of the study, suggest policy or alternate ways of policy development (Mc Millan & Schumacker 2001:400). In this study the practices and processes of quality assurance were studied with the intention of making suggestions for improvement at Helderberg College.

The site chosen for this research was Helderberg College, which is situated in Somerset West in the Western Cape. (See par.1.7 in chapter one.) It is a small private provider and a church-affiliated institution. Over the past six years the average student population has been 300 students. The institution offers degrees at NQF level 7 and diplomas at NQF level 6.

### 3.5. TARGET GROUP

A case study needs to be demarcated. The researcher needs to set the boundaries as to whom the participants will be (Welman et al. 2005:194). In this case study the permanently appointed lecturers teaching academic programmes within the three faculties of the college formed the target audience of HC.

### 3.6. SAMPLING METHOD

Since the study had a predominantly qualitative approach, a non-probability sampling method was used. Purposive sampling was chosen. In purposive sampling the researcher may decide which type of sampling to use as the study progresses. The researcher may move between analysis and sampling, depending on what is needed to take the process of generating data forward. Purposive sampling is "...a process whereby researchers generate and test theory from the analysis of their data..." (Mason 1996:100).

In purposive sampling the researcher uses his/her experience and previous research findings to guide the selection of participants, making it as representative as possible. The disadvantage of using this type of sampling is that there is no specific way in which to obtain the sample and different researchers would use different ways to do this. It is therefore difficult to ascertain whether the sample is in fact representative (Welman et al. 2005:69). The way in which this problem was addressed in this study, was to use a questionnaire which would supplement the use of the interview as a data collection method. In the questionnaire the entire population, which in this case was very small, was used.

Initially the research sets sampling targets. However, there is interaction between sampling, data collection and analysis. For this study all the permanently appointed lecturers in the academic faculties were initially selected to participate in a survey. This group comprised nineteen individuals. As the population was statistically small, only descriptive statistics were used for analytic purposes.

For the interviews, which was the second data collection method used, the selection of interviewees was based on the demographical information received from the questionnaire. Initially four interviewees were selected. The selection was based on the number of years of service interviewees had at HC. One interviewee was selected from each of the four categories into which all the staff fell. (See Table 1 in chapter 4.)

During the interview process, because the responses were so similar, it was felt that the researcher would select at random an interviewee which she perceived might differ in opinion. A fifth interviewee was thus selected. Eventually, however, six persons were interviewed. The participants were evenly represented: males and females, as well as an equal representation from each faculty. The main selection criterion, however, was based on the number of years of experience at HC. One faculty head was included in the sample for interviews, thus representing the perspective of a participant who sat on more decision-making committees than a lecturer. (See Table 6 in chapter 4.) The selection of participants for the semistructured interviews was intended to maximize the fair representation of each category with regard to years of experience at HC.

A second kind of interviewee was chosen to participate on the basis that she was an outside expert who facilitated a staff colloquium on quality management.

### 3.7. RESEARCH TECHNIQUES AND PILOT STUDIES

It was decided that interviews would serve as the main method for data collection. Qualitative data collection techniques rely mainly on words, as apposed to numbers. Qualitative research may use participant observation, observation or interviews as a means of exploring concepts as they occur in their natural setting, in order to gain an in-depth understanding of the concept or phenomenon. In qualitative research one may, however, also use other methods to add to the credibility of the findings based on the interviews (Mc Millan & Schumacker 2001:41).

#### 3.7.1. The questionnaire survey

Questionnaires can be used for collecting information about people. One could "...learn about people's attitudes, beliefs, values, demographics, behaviour, opinions, habits, desires ideas...." (Mc Millan & Schumacker 2001:304). The advantage is that reliable information can be obtained about large groups of people by using a small sample. Questionnaires are a popular means of collecting data, because it can be used to explore and investigate almost any problem (Mc Millan & Schumacker 2001:305). Questionnaires can also be used to "...describe, compare or explain their knowledge, attitudes and behaviour..." (Fink 2003:1).

In this case study a questionnaire was the first instrument used for data collection and the survey was conducted in June 2008. The reason for using the questionnaire was not only to enhance the credibility of the findings confirmed by the interviews, but also to prevent the findings from being subjective. This is relevant, due to the fact that the researcher is also the quality assurance manager at the institution being studied, and that the main focus is on quality assurance. This being the case, the possibility that the researcher may be biased, has been minimized.

One could assume that academics involved in teaching and learning in higher education would have a reasonable knowledge of quality assurance, but that is only an assumption. Once the research question was determined and the data collection techniques were chosen, the researcher deemed it necessary to ensure that the participants had a basic understanding of the concepts of quality assurance. For this reason and prior to data collection, a presentation was given, covering the basic elements of quality assurance within the context of higher education in South Africa. (See Appendix B.)

Before the questionnaire was handed out, participants were approached at a lecturers' meeting to obtain their consent. On the same occasion a suitable time for the questionnaires to be handed out was also agreed upon. A letter was distributed together with the questionnaire, explaining the purpose of the questionnaire. (See Appendix C.)

A pilot test was conducted before the questionnaires were handed out. This type of test involves individuals who are similar to those identified for the sample group who would be completing the questionnaire. In this study, three individuals were approached to complete the questionnaire. All of them were adjunct lecturers who were permanently employed at the institutions at the time. As such, they sat on committees where quality assurance issues were discussed. They were also aware of the quality assurance mechanisms used at the institution and of quality management processes as such. The pilot test has important benefits. It gives the researcher an indication of how long the questionnaire will take to complete, and serves as an opportunity to establish where questions are unclear or ambiguous. A pilot test may also give the researcher an idea of how people could respond to the questions (Mc Millan & Schumacker 2001:307). After the pilot test,

changes were made to ensure that the objectives of the questionnaire would be met. Thereafter the logistics of conducting the survey were finalised.

In this study the questionnaires were self-administered. They were handed out and then collected after a stipulated time. Questions prompted participants to evaluate their attitudes, responses and behaviour respectively. For sections one, two and three of the questionnaire Likert- type options were used, e.g. 'well aware', 'partially aware' and 'not aware at all.' The questions thus comprised three choices. In section two and three the option range was: 'always', 'sometimes' and 'never.' There were also some closed-ended questions which were used to establish the participants' stand on certain issues. Most of these, however, also allowed for comments. Lastly participants were required to fill in some biographical details.

The main focus of the questionnaire was to establish the lecturers' preference for either a collegial, or a managerial approach to quality assurance. Secondly it was intended to find out whether lecturers might have a preferred approach, other than the two already mentioned. The third aim was to identify what problems lecturers might be experiencing with the current quality assurance system. (See Appendix D.)

The first section of the questionnaire was designed to establish the capacity that lecturers had at the time, demonstrating their position to speak on the topic of quality assurance with reasonable confidence. In section two, multiple-choice questions were designed to establish the preference for collegiality. In this section they were not asked directly whether they preferred a collegial approach, but statements were made in which the characteristics or principles of collegiality were embedded. Lecturers were instructed to choose whether they thought that this principle or characteristic should be applied, 'always', 'sometimes' or 'never'. If the 'always' option was strongly supported, it was interpreted as a strong preference for either collegiality or managerialism. and if the 'never' option was strongly supported, the converse was considered to be the case. If the majority chose the 'sometimes' option, it was generally selected for further investigation or clarification during the interview. This was followed by section three, which was designed to establish the preference for managerialism, as the characteristics or principles of managerialism were embedded in statements.



In section four the first focus was on trying to establish whether lecturers had a problem with the current quality assurance system used at HC. Open-ended questions were included in this section, allowing lecturers the opportunity to state any reasons they might have for dissatisfaction with the current system. In the latter half of section, four lecturers were explicitly asked which approach to quality management they preferred, as apposed to section two and three where questions were asked around the processes of collegiality and managerialism. More open-ended questions were used to provide lecturers with the opportunity to state the reasons for their preference. In this section lecturers could also state which other approaches they thought would be appropriate for quality assurance or quality management. The design of the questionnaire was determined by the need to answer the main research question and the subquestions.

#### 3.7.2. Semi-structured interviews

Semistructured interviews were conducted during July 2008. The purpose was to gain insight into the meaning the lecturers attach to quality assurance. The use of the semistructured questionnaire in this study was to verify the information received in the questionnaires. In addition to verifying certain perceptions, the interview was also used to allow the participants to express their feelings verbally, and to explain beyond what they may have answered on the questionnaire. Whereas a questionnaire has limitations in terms of available space and choices that might be limited, in the interview the participant may speak more freely and naturally (Mc Millan & Schumacker 2001:444). Open-ended questions were used so that the researcher could probe for meaning and explanation. The selection of the participants for the interviews was explained in par.3.6 of this chapter.

A pilot exercise was conducted for the interview. The pilot was conducted with a lecturer who had participated in the questionnaire, but the data generated by this interview was not included in the results. As a result of the pilot exercise the researcher was able to establish what was unclear and to make the necessary changes. The logistics required in the process of interviewing was also finalized by basing it on this exercise. Another benefit of this exercise was that the researcher could establish where interviewing skills could be improved (Seidman 1998:32 in De Vos 2002:300).

The interviewees were contacted by telephone and some by e-mail, requesting their participation. Interview participants were informed about the purpose of the interview. They were also told what the estimated duration of the interview would be. It was emphasized that the purpose of the interview was to contribute towards the research. The reason for this was that interviewees should not feel that they were speaking to the researcher in her role as quality assurance manager, but in the role of researcher. This was also intended to avoid an expectation in terms of change within the institution because of their participation in the interview. That was not included in the scope of this study. The interviewees were given the assurance that they would remain anonymous.

The interviews were recorded by electronic means. This was followed by a verbatim transcription of the interview by the researcher. An individual was approached to check that each of the interviews was accurately transcribed. In addition a member check was conducted with the interviewees. They were asked to read through the transcription to check for accuracy and to ensure that the interpretation of what was said was a true reflection of their responses.

### 3.7.3. E-mail interview

An e-mail interview conducted in August 2008 was used as an additional resource for data collection. After the research had been planned and the survey conducted, the researcher felt that a third data collection technique would be useful in providing a view external to the population. It provided another source for rich information (Welman et al. 2005:192). In addition to being an information rich source, this participant contributed to the use of multiple data collection instruments which were intended to add creditability to the study (Mc Millan and Schumacker 2001:41).

This data collection technique involved selecting a participant who had some insight into the dynamics of the management issues of quality assurance at Helderberg College. She had conducted a colloquium on quality management for the administrative and lecturing staff at the institution. Because she was not locally situated, it was decided that an e-mail interview would be drawn up and she would be invited to participate.

The advantage of using this data collection technique was that it was cost efficient and convenient. The participation was possible in spite of the fact that the interviewee lived in Gauteng. The logistics of scheduling interview times or mailing questions and using the telephone were avoided (Meho 2006:3).

As with regular interviews, consent was sought and anonymity of results was ensured. The purpose for the interview was also explained. The nature of the questions and the manner in which the interview would be conducted were indicated in the letter. (See Appendix E.)

With this type of e-mail interview the participant was able to share her experience and perception in her own words. She replied at a time which was convenient for her, in the comfort of her own environment. There was no reason to feel self-conscious, which could have been an inhibiting factor. Because of the nature of the interview there was also the advantage that she would not be influenced by visual and nonverbal clues. A very real possibility in face-to-face interviews is interruption. This was possibly avoided as well. An additional advantage was that the interview was automatically transcribed. This eliminated the need to conduct a participant check (Meho 2006:7-8).

#### 3.7.4. Participant observer

A fourth data set which contributed to the study consisted of observations by the quality assurance manager over a period of three years. She described how she had perceived the preference of the lecturers. The preference was observed in senate meetings, Academic Administration meetings, lecturers' meetings and during personal interaction with lecturers. The disadvantage of this contribution was that it could be considered as subjective, because the quality assurance manager was the researcher. Credibility could only be added by triangulation.

### 3.8. VALIDITY, RELIABILITY AND TRUSTWORTHINESS

"...Validity refers to the degree to which the explanations of phenomena match the realities of the world..." (Mc Millan & Schumacker 2001:407). In qualitative research different designs and methods are used to obtain knowledge. It is essential that researchers, as far as possible, report

what is actually happening. For this reason they need to ensure that they interpret the meanings or phenomena as the participants see or experience it.

The selection of the most appropriate data collection methods and analysis enhances the validity of the study. Certain strategies were adopted to strengthen the validity of the study, and in this study a combination of strategies was used (Mc Millan & Schumacker 2001:407). The strategies used in this case study were: multi-method data generating strategies; verbatim accounts; mechanically (electronically) recorded data, participant review, member checks and a check of the data analysis by a colleague who is familiar with the context of the study and the data analysis method which was used. Verbatim accounts were used in transcribing the interviews. Once the interviews were transcribed the participants were asked to check whether their responses had been transcribed accurately. This is referred to as a participant review. These measures contributed to the reliability of the study. Reliability is determined by the extent to which there is agreement amongst members of the targeted audience about the use of the data, the reading, interpretation and responses to the data (Krippendorff 2004:212).

In this case study it was possible to use four different data generating techniques. In addition to using a variety of strategies, it was important that all the strategies and methods used confirmed the same patterns and themes. This approach of using multi-methods, referred to as triangulation, is important in helping to identify patterns. In this study triangulation was important, especially since the researcher was involved in the study (Welman et al. 2005:194). Triangulation was used to enhance credibility in view of the researcher's role (Mc Millan & Schumacker 2001:408).

Triangulation was used to study the same phenomenon in the questionnaire, the interviews, the e-mail interview and the participant observation. This phenomenon was the preference for an approach to quality assurance. Both qualitative and quantitative data collection methods were used (De Vos 2002:365). Using more than one method provided a fuller picture, more insight and a better perspective of how lecturers perceived quality assurance and what they regarded as a suitable approach to be adopted for ensuring accountability and trust.

### 3.9.DATA ANALYSIS

Both quantitative and quality data collection techniques were used. Descriptive statistics were used to analyse the data generated from the questionnaire. An assistant researcher checked the results for accuracy.

Content analysis was used to analyse the qualitative data generated by the semistructured interviews. "...Content analysis is a research technique for making replicable and valid inferences from texts...to the context of their use..." (Krippendorff 2004:18). The purpose of using this type of analysis was to find a reliable means to confirm patterns and themes that occurred. The researcher must be able to explain exactly how he or she has analysed the data so that it could be repeated by others, and so that the procedures used in the study can be replicated. This ensures that the analysis was sound. (Krippendorff 2004:81). Important elements of content analysis are: unitizing; sampling; recording/coding; reducing data to manageable representations; abductively inferring contextual phenomena and narrating the answer to the research question (Krippendorff 2004:83 and Welman et al. 2005:222-224).

The unit for analysis was the preference of staff for a collegial approach, a managerial approach or an alternate approach to quality assurance. The sampling units were interview transcripts of six lecturers who were selected as representative of the lecturers at HC. The lecturers were interviewed and these interviews were transcribed. The transcriptions were checked by a person other than the researcher. This was followed by a member check of the transcriptions as well as the interpretation of the results.

The data was analysed by dealing with one question at a time. Each of the questions already had a topic or theme which was being explored, e.g. trust in decision-making. The responses of all six participants to a particular question were entered on one page and each person's response was coded, e.g. P1 meaning person number one. The responses were read to establish the essence of what had been said. From this process categories on the theme, e.g. trust in decision-making, were formulated (Welman et al. 2005:215). These categories were given codes, e.g. 'MT' meaning mutual trust, or 'TP' meaning trust as a pre-requisite. The responses were checked again and the category codes were entered in a column to the right of the response, each time that

this category occurred in the transcription. (See Appendix F.) A frequency count was done and recorded in a table, e.g Table 7 in chapter 4, to reduce the data to a manageable size (Welman 2005:217). This was followed by arranging the categories according to levels of importance, e.g. Table 8 in chapter 4 (Welman et al. 2005:217). Class intervals on a four-point scale of importance were drawn up as follows:

- Significant = 2
- Important = 3
- Very important = 4
- Extremely important = more than 4

The results were interpreted from these tables. This process was repeated for each question.

### 3.10. ETHICAL CONSIDERATIONS AND PERMISSION

When considering research design in qualitative studies, the design should not only be limited to collecting data from information-rich participants, but should abide by research ethics principles (Mc Millan & Schumacker 2001:420). These will be discussed respectively.

#### 3.10.1. Informed consent

Informed consent involves getting permission to conduct research within the particular field. Usually it includes assuring participants of their anonymity and the fact that data will be treated with confidentiality (McMillan & Schumacker 2001:421). In this study permission was firstly obtained to conduct research within the institution, which was granted by the Senate. The second stage was to get permission from the lecturers. This was followed by a request made to lecturers at a lecturers' forum. At a subsequent lecturers' forum a date and time was agreed upon for the survey to be conducted.

### 3.10.2. Confidentiality and anonymity

The questionnaire was handed out to each individual together with a letter explaining the purpose of the questionnaire, as well assuring them of anonymity. An assistant was requested to collect the completed questionnaires.

### 3.11 LIMITATIONS OF THE METHODOLOGY

The study was limited in scope, because being a case study the findings could only be applied to HC. The results could not be generalized. It is however possible that some other institutions in a similar context and setting could find the study useful.

The study was also limited in that it did not distinguish between the perceptions of faculty heads and those of lecturers. It is possible that the former, who sit on more decision-making committees, may have a different perception of quality assurance. As a result their preference for a quality assurance system may have differed from that of the lecturers. Because there are only three faculty heads compared to seventeen lecturers, it is possible that the views of the former may not have been fairly represented.

The third limitation was that the external expert who participated in the e-mail interview was not asked to observe the phenomenon being studied prior to the colloquium. Had she been informed beforehand, she might have been able to maximize the opportunity for gauging the preference of the lecturers. She may also have been able to strategize ways in which she could gauge the preference for collegiality or any other approach to quality assurance. In addition, the colloquium was conducted for both administrative staff and lecturers. It might therefore have been difficult to hone in on the perception of the lecturers (who were the target audience) only.

### 3.12 CONCLUSION

In this chapter the aim of the study was reiterated to provide a context for the research design. Further to this an Interpretive Constructivist Research Paradigm was identified as being the paradigm which was used. The role of the researcher within this paradigm was described. A case

study was chosen as the approach for data collection and in Chapter 3 a detailed description of the target group, the data collection techniques and the data analysis was provided. This chapter also expounded on the ways in which validity, reliability and trustworthiness was sought. In addition the limitations of the study were mentioned. In chapter four the results generated from the data collected will be presented and interpreted.



## CHAPTER FOUR

### RESULTS OF THE EMPIRICAL INVESTIGATION

#### 4.1. INTRODUCTION

In this chapter a brief overview of the methodology is provided. This is followed by a summary of the results of the empirical data collected. The summaries will be presented in the form of descriptive statistics, tables and graphs. The full results are attached as appendices.

#### 4.2. OVERVIEW OF THE METHODOLOGY

Since the research design was that of a case study and the site of the study was relatively small, no sampling method was used other than purposive sampling. All permanently appointed lecturers at Helderberg College (n=19) were included in the survey and six lecturers were selected for the interviews.

In terms of data, the empirical part of the study consisted of one set of quantitative data and three sets of qualitative data. First a questionnaire was administered. This was followed by semistructured interviews. An expert outside of the institution was interviewed via e-mail and lastly, participant observation field notes of the researcher were used.

Descriptive statics were used to report on the data generated by the survey, while content analysis was used to analyse and report on the data generated by the interviews.

#### 4.3. RESULTS

The results of the questionnaire are presented first. This is followed by the results of the semistructured interviews, the e-mail interview and lastly the researcher's field notes.

##### 4.3.1 Results of the questionnaire

The demographics of the participants of the questionnaire are presented in table form. The results of the questionnaire are summarized and presented chronologically, according to the sections in the questionnaire. (See detailed results in Appendix G)

Table 1. Demographics of participants in the survey

Age		Gender		Faculty		Rank		Years of Experience	Years of experience at HC		
20-29	4	Male	10	Arts	8	Junior lecturer	2	0-5	8	0-5	10
30-39	1	Female	7	Theology	5	Lecturer	4	6-10	2	6-10	5
40-49	8			Business	6	Senior lecturer	3	11-15	1	11-15	1
50-59	2					Assoc. Prof	7	16-20	4	16-20	2
60-69	3					Prof.	1	21-25	2	21-25	
								26-30		26-30	
Spoilt	1		2				2		2		1

In total there were 19 participants, which means that there was a 100% participation by the lecturers who are permanently appointed and who teach in the academic programmes of the college. There was therefore a full representation of the views held by lecturers. The largest group in terms of rank consisted of those who hold the rank of Associate Professor. The biggest group in terms of years of experience at HC, are those who have been at the institution between zero and five years. In terms of years of experience in higher education per se, eight participants had experience of five years and under, while the majority had experience ranging from six to twenty-five years. This constituted a fairly good balance of views from those with relatively little experience in higher education compared to those with more experience. In table 1 the final row labeled as spoilt, reflects instances where participants did not fill in that particular set of information required. The researcher had established that none of the lecturers had been at HC for longer than 20 years therefore the one set of spoilt information in the final column did not effect the selection of interviewees.

#### 4.3.1.1 Section 1.

The first section of the questionnaire was designed to establish the capacity that lecturers had at the time, affording them a position to speak with reasonable confidence on the topic of quality assurance. Altogether 68% of the participants described their knowledge of quality assurance as average, while 31% thought that they had a good knowledge of the subject. Be this as it may, 74% of the participants claimed that they were aware of the quality assurance measures used at HC, and 94% felt that the management of quality assurance is very important.

#### 4.3.1.2 Section 2.

The format of the question is discussed in par. 3.7.2 of chapter 3. In this section the selection of the ‘always’ option indicated a high preference for collegiality. The ‘sometimes’ option indicated that the participant felt that sometimes collegiality was preferred and the ‘never’ option indicated that collegiality was not preferred.

The results indicated that, the majority had selected the ‘always’ option in five out of the seven questions. The range of responses for these five questions was from 15-18 in the ‘always’ option, thus indicating a strong preference for collegiality.

In one of the two remaining questions, there was a tie of eight between ‘always’ and ‘sometimes.’ This question was about trust in decision-making being equally important as compared to effectiveness and efficiency. Because trust is referred to in the literature as one of the factors which are important in collegial relations, clarity was sought on this question during the interviews.

#### 4.3.1.3 Section 3.

Similarly to section 2, the ‘always’ option indicated a high preference for managerialism. The ‘sometimes’ option indicated that the participant felt that managerialism was sometimes preferred, while the ‘never’ option indicated that managerialism was not preferred at all.

In this section the overall preference for managerialism was not absolute, but a preference for the approach was indicated in some instances. An overview of responses to this statement (see Figure 2) indicated that in four out of the eight questions there was a stronger response for ‘always’ than for the other options. This indicates that in those areas there is a preference for managerialism. The questions pertain to rigorous monitoring and accountability to students and the community. From this it may be deduced that accountability to key stakeholders is regarded as important, and the same applies to the strong monitoring of quality assurance.

In the other four questions the ‘sometimes’ option had higher scores. Two of these questions evolved around management making decisions with regard to strategies for the implementation of quality assurance and quality in teaching and learning. It appeared that the opinion was held that sometimes lecturers should be involved in decision-making. This area was selected for elaboration purposes in the interview.

The third question in which ‘sometimes’ received a higher score was on the issue of running the institution like a business. This was also chosen for interview purposes because according to the literature, running the institution like a business is characteristic of a managerial approach. Yet, the majority did not indicate that it should ‘always’ be run like a business. With reference to the explanation of the design of this section, ‘always’ indicates preference for managerialism, though in this instance there is some contradiction.

The final question in which most participants opted for ‘sometimes’, evolved around the issue of trust being undermined by regulation. Because the statement was negatively stated, it could have been ambiguous and the response may not necessarily have given a clear indication of how participants felt. Consequently this question was also included in the interview for the sake of obtaining clarity.

When comparing Figure 1 and Figure 2 in terms of the structuring of the questions and its interpretation of ‘always’ indicating a strong preference, it can be deduced that there is a stronger preference for collegiality than for managerialism.

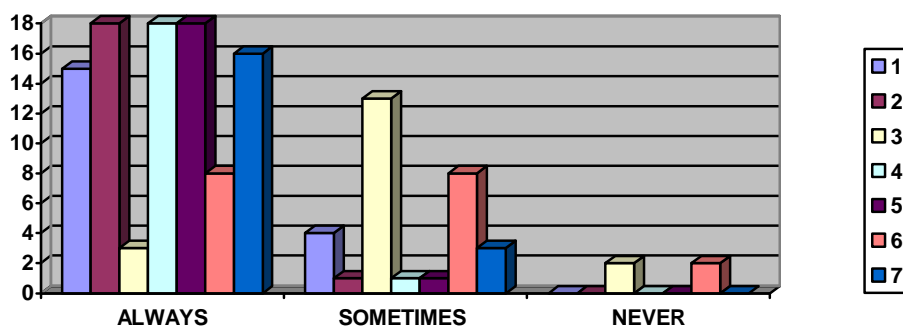


Figure 1. Summary of responses in section 2 of the questionnaire (Collegiality)

In figure 1 the various colours represent question 1 to 7 of section two of the questionnaire. In section 2 preference for collegiality was gauged. (See Appendix D.) On the vertical axes 0 to 18 indicates the amount of participants who chose the ‘always,’ ‘sometimes’ or never ‘options.’

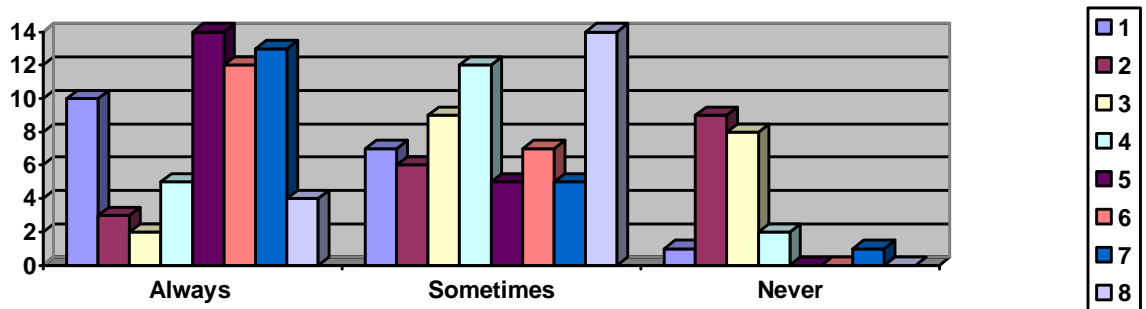


Figure 2. Summary of responses in section 3 of the questionnaire (Managerialism)

In figure 2 the various colours represent question 1 to 8 of section three in the questionnaire. In this section preference for managerialism was gauged. (See Appendix D.) On the vertical axes 0 to 15 indicates the amount of participants who chose the ‘always,’ ‘sometimes’ or never ‘options.’

#### 4.3.1.4 Section 4.

Questions 4.3. and 4.4. in the questionnaire were designed to establish the answer to one of the subquestions of the research. The question read: ‘What are the problems that HC lecturers experience with the current approaches in the quality management system?’ The majority indicated that they were not satisfied with the management of quality assurance mechanisms at HC. (See Appendix G.) Not many responded to the invitation to elaborate on areas they were dissatisfied with, and why they were not satisfied, according to responses of dissatisfaction in four processes of quality assurance. (See Table 2.) The reasons why some lecturers were dissatisfied were provided. (See Table 3.)

Table 2 Responses to areas of dissatisfaction

Decision-making processes	Policy-making	Strategies for implementation of quality assurance	Levels of decision-making
7	2	7	6

Table 4 indicates the responses of some of the participants who chose to elaborate on the areas with which they were dissatisfied. They could indicate a choice in more than one area.

Table 3. Reasons for dissatisfaction with quality assurance management

	<b>Reasons for dissatisfaction with decision-making processes</b>
1.	Far too many decisions are made by the administration without consultation. Lecturers are made to be pawns in the hands of the administration.
2.	There are still too many decisions, policies, strategies for implementation that are not done collaboratively. Many come to staff as a fait accompli. There is token discussion and then rubber stamped. Quality assurance is everybody's business. With maximum involvement, staff morale will be boosted and staff will be made to feel a part of the institution. Many confess that they only work here.
3.	Lecturers are not actively involved in decisions making.
	Assessment workshop. Good workshop but the decision was simply made to have this portfolio done. Decision was made without consultation with lecturer. Portfolio is very time consuming and I personally have not had time to work on it, due to work and studies. In future when decisions are made regarding improving the quality of our courses, we want to be consulted about expectations.
4.	Too little consultation.
5.	Not enough consultation.
	<b>Reasons for dissatisfaction with policy making:</b>
1.	Not enough consultation
	<b>Reasons for dissatisfaction with strategies for implementation:</b>
1.	Often these strategies are in place but not enforced
2.	Quality assurance should not only entail policy making, strategies implementation and monitoring but also support to improve quality. Strategies should not put an extra burden on lecturers. The more cumbersome the strategies and time required, the more resistance from lecturers.
3.	It is not strategies which are at fault but assertiveness with regards to implementation could be improved.
4.	Sometimes implementation strategies are not clearly defined.
5.	Implementation is difficult because there is pressure to pass students.
	<b>Reasons for dissatisfaction with the levels at which decisions are made:</b>
1.	Staff meetings are in many instances fait accompli
2.	Lecturers are not always consulted
3.	Although there is collegial input at each level even more effort should be made for consultation and discussion to take place in order to increase transparency and ensure that everyone is convinced and 'buys in'
4.	There is not consultation, involvement and participation

Lecturers were given the opportunity to state the reasons why they were dissatisfied with the management of quality assurance. Some lecturers chose to provide reasons and these are presented in table 3.

Question 4.5 was apparently not structured clearly enough. In spite of changes suggested in the pilot study, there were too many who did not answer according to the instructions. For this reason data from this question was not used.

In point 4.6. of the questionnaire the participants were explicitly asked which approach they thought would ensure accountability in teaching and learning. Participants were given three choices: collegiality, managerialism or a combination of the two. Just over half of the participants, namely 58%, chose collegiality. Nobody chose managerialism, while 37% chose a combined approach and one person opted for no choice. The participants were asked to state their reasons for their choice. (See Table 4.)

Table 4. Reasons for choosing a collegial approach or a combined approach

Collegiality	A combined approach of collegiality and managerialism
1. It is a shared vision between lecturers and management- more trust.	1. We always get the best results if we consult and collaborate with each other amongst lecturers. However there are times when a visionary group management have to make decisions and lecturers implement.
2. In any organization consultation and collaboration is the name of the game.	2. A collegial approach fosters a team spirit and breeds internal motivation. However there are times when decisions have to be made quickly and preclude that possibility to consult. Other decisions may be necessitated by non-negotiable expectations from relevant bodies. Consultation may still be helpful but with the full knowledge that it is not for negotiation but a way to communicate positively with the rest of the team.
3. Crucial for lecturers to be involved ( for ownership of decisions and for trust)	3. Too much discussion could stunt the process. Operating like a business has advantages. But implementing with a heavy hand from above does not foster a learning culture where trust is important.
4. The world has moved beyond a managerial authoritarian approach to the point where the value of the collective wisdom is appreciated "There is wisdom in many advisers" Proverbs.	
5. This ensures that all parties are involved and happy to implement decisions made.	
6. Consultation	
7. Ownership is important. Empowerment, will be seen as relevant will be better policy and decisions made.	
8. Input is important from those who do it. From those who want it done, those who will still do it, from those who have done it. All will have valuable input.	
9. It is a shared vision between lecturers and management – more trust.	

In 4.7. the preference between collegiality and managerialism was broken down further. Participants had indicated their preferences for an approach in various aspects pertinent to higher education. The results of this question presented in Table 5 and Figure 3 highlight the preference for collegiality.

Table 5 Results of 4.7. in the questionnaire

	Policy design	Allocation of resources	Staff development	Teaching loads	Change implementation	Finances	Other (specify)	Other (specify)
Collegial	11	8	12	13	13	4		
Managerial	4	8	3	4	2	10		
Spoilt	4	3	4	2	4	5		

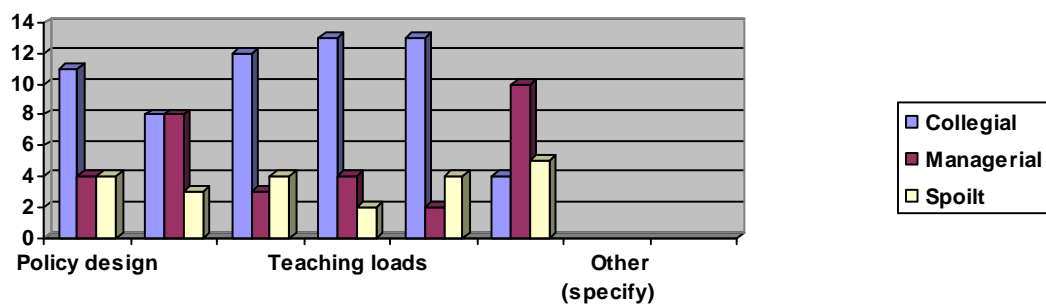


Figure 3. Preferred approach in 4.7.of the questionnaire

While this question was not well answered, in that all participants did not answer as they should have, the results that could be used once again pointed toward a stronger preference for collegiality. Because some participants had ticked incorrectly, there were spoilt results, but these did not outnumber the overall indicators. The areas in which managerialism had high scores, were finances and allocation of resources (the latter score actually had a tie with collegiality). One could link the indication that finances is preferably guided by managerialism in this question



to question 3.4 on running an institution like a business. In the latter the majority indicated that the institution should sometimes be run like a business.

In question 4.8., two alternatives were suggested besides a combined collegial and managerial approach. These were: ‘Collaborative and ‘Knowledge Management.’

#### 4.3.1.5 Section 5.

In section 5 the researcher wanted to establish whether participants would feel comfortable being interviewed by the quality assurance manager on quality assurances matters. The majority, namely 89%, indicated that they would feel comfortable speaking to the quality assurance manager.

In 5.2. participants were asked to provide their biographical details. The participants for the interviews were selected based on this information. (See Table 1.)

#### 4.3.2. Results of the interviews

In this section, the demographics of the participants in the semi structured interviews are presented. This is followed by a presentation of the results of the interviews. These results are presented as six data sheets containing the essence of the responses to a particular question. They are presented in chronological sequence, question one to question seven. The essence of each question is stated. This is followed by a table of frequency of the responses that were most common. In the first column of this table the category is stated, while in the second column a description of the category is provided. This is followed by the code which was used and finally by the frequency of its occurrence in the transcriptions. The purpose of this table is to emphasize which categories were mentioned most often. The second table indicates the level of importance of each category. This table is followed by an interpretation of the results.

Table 6. Demographics of interviewees

<b>Gender</b>		<b>Faculty</b>		<b>Rank</b>		<b>Years of experience at HC</b>	
Male	3	Arts	2	Junior Lecturer	1	0-5	3
Female	3	Theology	2	Lecturer	1	6-10	1
		Business	2	Senior lecturer	1	11-15	1
				Assoc. Prof	3	16-20	1
				Prof.		21-25	

The participants show an even representation of males and females, as well as equal representation from each faculty. The main selection, however, was based on the years of experience in HC. Table 1 indicates numbers of the target population which falls within each of the categories. The selection of participants for the semistructured interviews therefore was designed to maximize a fair representation of each category under years of experience.

#### 4.3.2.1. Question 1 (Trust in decision-making).

The interview question was phrased as: *“Maintaining trust in decision-making was weighted as equally important as effectiveness and efficiency. Would you agree/disagree with this conclusion?”*

Table 7. Table of frequency for trust in decision-making

Category	Description of the category	Code	Frequency
Mutual trust	Lecturers need to trust that those making decisions are effective and efficient. Simultaneously they feel that those in administration should trust that lecturers have the abilities to be effective and efficient.	MT	4
Interrelated	Trust and effectiveness and efficiency are interrelated.	TP	4
Buy-in	Information about decisions need to be disseminated to lecturers so that they can trust the decisions that were made and feel that they have participated in that decision.	B	4
Trust a Pre-requisite	Trust is more important than effectiveness and efficiency and actually needs to be present before you can assign people various responsibilities.	I	3
Working relationship	Trust is essential for a good working relationship between lecturers and administrators.	WR	2

Table 8. Levels of importance for trust in decision-making

Categories	Importance
Interrelated	Very important
Buy-in	Very important
Mutual trust	Very important
Trust prerequisite	Important
Working relationship	Significant

The purpose of this question was to establish whether trust was more important than effectiveness and efficiency, or equally as important. because in the questionnaire the majority had indicated that sometimes trust was more important than effectiveness and efficiency.

According to the results generated by question 1 in the interview, trust and effectiveness and efficiency appear to be interrelated. It was considered to be a significant aspect of a working relationship. Without trust it would be difficult to accept that there could be effectiveness and efficiency. While trust and effectiveness and efficiency are related, it was considered very important that trust should be a prerequisite for effectiveness and efficiency. If lecturers do not trust policymakers, they would probably not believe that policy decisions are effective or efficient. If lecturers are not trusted by policymakers, it would be difficult to believe that they could produce good work. One could therefore deduce that there is a strong indication of mutual trust being regarded as very important in the decision-making process.

Another strong indicator was the need for buy-in by lecturers. This view is supported by the following quote “I do believe that for the...the lecturing staff need to buy into the whole quality assurance system” (P4, Q1: representing person four, question one). With the concept of buy-in, emphasis is placed on as much negotiation as possible. In order for policymakers to be trusted they must also provide reasons for their decisions so that lecturers can understand why the decisions were made so that they can be convinced that they were the best decisions.

#### 4.3.2.2 Question 2 (Rigorous internal monitoring)

The interview question was phrased as: “*The majority felt that rigorous internal monitoring is an important form of accountability. What is your comment on this?*”

Table 9. Table of frequency in rigorous internal monitoring

Category	Description of the category	Code	Frequency
Internal monitoring is important	In the absence of external monitoring internal monitoring is important. People need to be held accountable.	IMI	7
Not needed	Monitoring is not needed for the small percentage of people who have a higher degree of self-initiative in being accountable.	NN	4
Not rigorous	Internal monitoring should not be rigorous. Lecturers may feel that they are being watched and that there are too many barriers.	NR	3
Depends on the choice of the lecturer	The importance of monitoring depends on the type of lecturer in the employment of the institution. There may be those who prefer to be monitored. There may also be cases of people who are new and people who are lazy. In both cases monitoring will be needed.	D	3
Checking is important	While rigorous monitoring is not necessary, there should be a system of checking once in a while.	CI	2

Table 10. Levels of importance in rigorous internal monitoring

Categories	Importance
Internal monitoring is important	Extremely important
Not needed	Very important
Not rigorous	Important
Depends on the choice of the lecturer	Important
Checking is important	Significant

The focus of this question was intended as a response to *rigorous* internal monitoring. Two out of the six interviewees responded to the word ‘rigorous’ by saying that internal monitoring should not be rigorous. Because of the number of times the interviewees mentioned this category, it was considered to be a very important view, and also because they clearly indicated that they would not recommend rigorous monitoring: “...I wouldn’t say

rigorous, just say internal monitoring...it's like there are so many barriers, there so many things you...you want me to go this way..." (P1, Q1).

The rest of the interviewees responded to 'internal' monitoring as apposed to external monitoring. There was a strong indication that internal monitoring appears to be extremely important to keep people accountable and to guide them. However there seems to be a contradiction, because there was also the suggestion that internal monitoring is not necessary for those individuals who are self-motivated to be accountable, but this group of individuals is very small. It appeared to be important that the rigorous internal monitoring depended on whether there is a preference for this practice. It also depends on the kind of lecturer employed, e.g. if they are lazy or if they are new, in which case internal monitoring should be practised. While there are varied opinions as to whether it should be applied to all, there is also the suggestion that while monitoring should not be applied to all, there could possibly be checks on all lecturers by the faculty head once in a while.

#### 4.3.2.3. Question 3 (Regulations do not necessarily undermine trust)

The interview question was phrased as: *“From the results of the survey one may also deduce that regulation (policies and procedures) do not necessarily undermine trust. Do you agree/disagree with this? Why? What would you say could undermine trust with regard to regulation?”*

Table 11. Table of frequency for regulations undermining trust

Category	Description of the category	Code	Frequency
Regulation benefits	Regulations are policies and guidelines. As such they are boundaries that check whether you are doing your work and maintaining standards. God regulates us with boundaries for our behaviour. Regulations are rules and if they are consistently applied there are no problems.	RB	5
Regulations don't undermine trust	Regulations do not undermine trust. Regulations go through a process of objective decision making and therefore they can be trusted.	RDUT	4
Regulations undermine trust	Trust is undermined when regulations are not consistently applied.	RUT	4
Regulation needed	Regulations are needed. They help maintain standards. Regulations play an important role in meeting the goals and objectives of the institution.	RN	3
Regulation increases trust	When regulations are established and consistently applied they increase trust.	RIT	2

Table 12. Levels of importance for regulations undermining trust

Categories	Importance
Regulation benefits	Extremely important
Regulations don't undermine trust	Very important
Regulations undermine trust	Very important
Regulation needed	Important
Regulation increases trust	Significant

The dominant perception held by the interviewees was that regulations are policies and guidelines. These appear to be considered as important, because they set boundaries and benchmarks. This was supported by an interviewee who said: “...Absolutely! I think you need regulation. God regulates us, He gives us yardsticks, I mean He gives us parameters of behaviour...” (P2, Q3).

It seems that regulations have benefits, because they play an important role in the setting of institutional goals and objectives. They are also used to monitor whether these goals and objectives are being met. Regulations are rules, which when applied, will ensure that academics are doing their work and maintaining the required standards. It appears that when the rules are consistently applied, they do not undermine trust.

One interviewee felt that regulations do not undermine trust, because they undergo a process of consultation before they are implemented. Lecturers therefore feel confident that the regulations are the most suitable rules or processes at that point in time. It appears that trust can, however, be undermined when rules are not consistently applied. In fact, the absence of rules might undermine trust. When regulations are established and applied consistently, trust may increase.



#### 4.3.2.4. Question 4 (Impact of top-down decisions on creativity)

The interview question was phrased as: *“In which way do top-down decisions concerning quality enhancement in teaching and learning impact on creativity on the part of the lecturer? Does it impact negatively only, or are there times when it can stimulate creativity?”*

Table 13. Table of frequency for impact of top-down decisions on creativity

Category	Description of the category	Code	Frequency
Decision limits creativity	Top-down decisions limit creativity. This approach has the tendency to be restrictive by insisting that one model fits all.	DLC	6
Decision consulted	It would be best if policymakers first consult academics about their needs because the lecturers are in a position to give the best information about challenges they are facing in the teaching and learning environment and suggestions for solutions for problems experienced.	DC	5
Decision has a negative impact	The impact of a top-down approach could be viewed as negative because it appears to be decisions that are forced on academics. It could be viewed as autocratic and not the best approach to use.	DNI	5
Decision has benefits	Top-down decisions may be useful when direction is needed from faculty chairpersons or administration. It could also be used to ensure that policy is being enforced.	DB	4

Table 14. Levels of importance for impact of top-down decisions on creativity

Categories	Importance
Decision limits creativity	Extremely important
Decision has a negative impact	Extremely important
Decision consulted	Extremely important
Decision has benefits	Very important

The strongest view seems to be that top-down decisions limit creativity in teaching and learning, because these type of decisions may cause academics to feel restricted. This view was supported by the following statement: “...you’re being put into a box, even if the restrictions are loose.....make it more challenging to be creative...” (P3, Q4). Top-down decisions in this instance might imply that there is only one model which should fit all programmes and situations.

There appears to be a strong tendency to be negative towards top-down decision-making, because apart from the fact that it limits creativity, these decisions are forced upon academics

without consultation and this is viewed as autocratic. An interviewee said: "...top-down decisions are autocratic, look, I think the two...are synonymous, which...which militates against people's creativity because it limits them..." (P2, Q4).

It appears to be very important that policymakers consult academics about decisions with regard to teaching and learning. Academics feel that they are best acquainted with what happens in the classroom. They know the calibre of students entrusted to them and the challenges that might be experienced. One lecturer suggested the following: "...Find out from the ground what are the problems and let's come up with a solution to solve the problem..." (P6, Q4). It appears however that under certain circumstances top-down decisions may be useful, for example when guidance is needed and when faculty heads need to check whether policy is being implemented.

#### 4.3.2.5 Question 5 (The institution should be run like a business)

The interview question was phrased as: *“The majority felt that the institution should sometimes be run like a business. What are the advantages of running an institution as a business? If there are any disadvantages, what would they be?”*

Table 15. Table of frequency for an institution to be run as a business

Category	Description of the category	Code	Frequency
Core Business	The core business is offering a good quality education which will attract more students. It offers education as a service product and	CB	13
Disadvantages of running like a business	There is a disadvantage in running an institution like a business if there is not clarity as to what kind of business it is. Students would then be clients and making money would be more important than providing quality education. As a Christian institution, it would lose its mission in providing education, as well as imparting values and morals.	D	7
Run like a business	The institution is a business and should be run on business principles. As an educational institution it needs money to operate and to acquire resources.	RLB	6
Certain aspects	Certain aspects should be run according to business principles, e.g. finances, marketing and promotion. The structure and administration should be efficient in securing the finances needed to provide adequately for resources.	CA	5
Decision-making	Decisions and planning for the institution should allow for participation by those who will be affected. God has given everyone a talent and this can be used to contribute towards collective wisdom in decision-making. In addition, the majority who are in senior management positions should have an academic background, not a business background.	DM	3

Table 16. Levels of importance for an institution to be run as a business

Categories	Importance
Core Business	Extremely important
Run like a business	Extremely important
Disadvantages of running like a business	Extremely important
Certain aspects	Extremely important
Decision-making	Important

All the interviewees shared their views of what the core business of the institution is, and it seemed to be extremely important to understand this principle. It appeared that the core business of this institution was providing a product, which in this case meant a qualification. One of the performance indicators in this core business is to deliver a good quality education. This is considered to be good business. If students receive a good education or a good product, others will also be drawn to the institution to receive the same product. Part of delivering a good product is attracting students. The institution is viewed as being in the

business of education, and the ultimate goal is to produce the best graduates and, as Christians, to impart moral values. When the best graduates are produced, the institution will acquire a good name, which is considered to be good business.

There was a strong perception amongst the interviewees that it is not advantageous when the institution operates on business principles with the sole aim of making a profit. In this context students would be viewed as clients and education as a commodity. As such, students may make demands which would not necessarily be in the best interest of quality education. In this context the mission and Christian ethos of the institution will be compromised.

There was, however, still a strong indication that the lecturers felt that the institution is a business and that it should be run on business principles, because an educational institution needs money in order to stay operational. It needs money to acquire resources which are essential for delivering a good quality education. While academics felt that the institution is a business, it appears to be extremely important that certain aspects should be run according to business principles. This would pertain to finances, marketing and promotion. It was considered important that the administration provide a good infrastructure and that they should be efficient in securing finances to support the business adequately.

Although it appears that the institution is considered to be a business, it seems that wide participation should be sought in the decision-making processes. This strong view was expressed as follows: "...When it comes to policy-making, decision-making and planning, businesses today tend to be more... participative, in terms of those aspects. I am very much a proponent of that,..." (P2, Q5). The view was also expressed that those leading the institution should be mainly academics who understand how an academic organization operates: "... I think for me it's very important that they have experience as teachers; that would be quite crucial for me..."(P5, Q5).

#### 4.3.2.6 Question 6 (Why HC lecturers are positively disposed towards quality assurance.)

The interview question was phrased as: *“The lecturers at Helderberg College have indicated that they are positively disposed towards quality assurance and its implementation. Positively exposed in that the majority indicated that the implementation and management of quality assurance is important. Would you agree? Why do you think that they would be more positive than negative about quality assurance?”*

Table 17. Table of frequency for positive attitude towards QA

Category	Description of the category	Code	Frequency
Why positive at HC	The reason why quality assurance is positive at Helderberg College is because lecturers have been involved in establishing a quality assurance system. It is positive because the institution is small and there is representation on decision-making committees and comments have been listened to. If you are involved in policy making, then you are positive.	WPH	8
Quality assurance benefits	The benefits of having a quality assurance system are that the emphasis is on improvement. The results should be better quality teaching and learning and ultimately producing a better product. The institution would also be in compliance with government.	QAB	6
Seventh Day Adventist	In SDA the Seventh Day Adventist worldview is that Christ is the ultimate model of quality. It is therefore part of the SDA philosophy that we always do our best. In following Christ's example, higher quality and greater excellence can be achieved. When it comes to quality, Christians should be taking the initiative.	SDA	5
Quality assurance negative	Quality assurance can be negatively viewed, because it involves a lot of work. Academics can also become negative if they are not involved. They will then tend to resist change.	QAN	4
Quality assurance is important	Lecturers have indicated that having a quality assurance system is important and necessary.	QA1	4

Table 18. Levels of importance for a positive attitude towards QA

Categories	Importance
Why positive at HC	Extremely important
Quality assurance benefits	Extremely important
Seventh Day Adventist	Extremely important
Quality assurance is important	Very important
Quality assurance negative	Very important

Interviewees gave reasons why quality assurance is positively viewed by the academics at HC. Apparently the main reason is that academics have decided to ‘buy in’ to the quality assurance system, because they feel it is important and necessary for a good quality service. It seems that they have ‘bought in’ because they participated in the policies and decisions adopted when the system was established. They indicated that it is extremely important, because it offers benefits.

The emphasis is on improvement; therefore the students, the academics and the product will benefit from quality assurance.

Because it is a small institution, an opportunity is afforded to have representation on decision-making committees, where suggestions are listened to. Generally speaking, being involved in decision-making contributes towards a positive attitude.

There was a strong indication that the Seventh Day Adventist (SDA) worldview has contributed to this positive attitude. Christ stands as a model for best quality. It is therefore part of the SDA philosophy that the best should be strived for, because for Christians, “the best” is an objective.

It seems that quality assurance could also be negatively viewed, because it creates more work. Academics become negative especially when they are not involved in decisions concerning quality assurance, they then tend to resist.

#### 4.3.2.7 Question 7 (Link between consultation and satisfactory quality management.)

The interview question was phrased as: *“In the areas in which management of quality assurance was considered to be unsatisfactory, it would appear that the reasons were largely linked to the fact that there was not enough consultation. Would you say that there is a link between satisfactory quality management and consultation? How would you describe this link?”*

Table 19. Table of frequency for consultation in quality management

Category	Description of the category	Code	Frequency
Participation	Without consultation there will be an autocratic system where there should be a democratic system. Transparency is essential. Consultation needs to involve participation if one wants to avoid criticism and avoid compromising the full support of the academics. Participation in the design of a quality assurance system will prevent academics viewing a quality issue as a chore.	P	8
Link between consultation and satisfaction	There is a link between consultation and satisfactory quality management.	L	6
Interaction	Without interaction between policy-makers and the academic, there will be disparity between what each party needs and what would work best. Discussion between academics and policy-makers should be ongoing to confirm effectiveness.	I	4
Quality	Without consultation there will not be quality decisions and planning. Ultimately there will not be good quality work.	Q	3

Table 20. Levels of importance for consultation in quality management

Categories	Importance
Participation	Extremely important
Link between consultation and satisfaction	Extremely important
Interaction	Very important
Quality	Important

The interviewees confirmed that there is a link between consultation and satisfactory quality management. The sentiment was that quality assurance should be guided by the principles of democracy. Apparently there needs to be transparency between policymakers and academics. Policymakers need to inform academics of why certain decisions were made. “...you know we need to be sold on the benefits of...of what’s happening, and...and that, you know involved in the design of what’s going on...” (P5. Q7).

It seems that the type of consultation which was highly preferred was the type which encourages not only input, but also participation. When academics are allowed to participate, they are less likely to be critical and resist change. Full cooperation is more likely to occur when there is consultation. It seemed very important that the consultation mentioned involves continual interaction between policymakers and academics so that each party may see the other's point of view. "...But I think if we consult with each other, I am able to sit down and say o.k this is what I need and this is how I am going to do it and then give me input, we talk about it, and then we go on..." (P1, Q7). It appears that this interaction and consultation were considered important in promoting good quality work.



#### 4.3.3. The results of the e-mail interview .

This section reports on the results of the e-mail interview conducted with an outside expert who had conducted a colloquium at HC. First the questions are presented. This is followed by a table of frequency, providing the essence of what was said. A table of importance is then presented, followed by an interpretation of the results of this interview. A full copy of the interview has been provided in an appendix (See Appendix F).

##### 4.3.3.1. Interview questions

In facilitating the colloquium for the administrative and lecturing staff, you may have been in a position to observe behaviour or comments that lecturers in particular made which would indicate their preference for either a collegiality or managerial approach toward quality management. These behaviours could have been observed in three ways.

Could you reflect on these and report on any indicators of their preference that you may have picked up in the categories mentioned below or even in other situations.

1. During facilitation – through their reaction to activities and topics.
2. In group activities their contributions may have given indicators for either approach.
3. During informal chatting during tea time, and before or after the meeting, preferences might have been stated indirectly or even directly.

Typical preference for collegiality would be expressed as:

Preference for:

- Meaningful conversation between policymakers (most like management) and academics
- Policy and decision-making arrived at through discussion and consensus.
- Collegiality which encourages creativity through sharing and a non-managerial ethos.
- Shared values, collaboration, consultation and collective responsibility.

Typical preference for managerialism would be a preference for:

- Results-orientated management
- Control-orientated without collaboration
- Preference for a top-down approach
- Rigorous monitoring

Table 21. Table of frequency for collegiality

Category	Description of the category	Code	Frequency
Reserved communication	Preference for a collegial approach.	RC	5
View of management	The participants in the colloquium were hesitant to speak.	VM	5
Consultation negative	There is a certain view of management.	CN	3
Collegial approach	The nature of the consultation which is used is being questioned.	CA	2

Table 22. Levels of importance for collegiality

Categories	Importance
Reserved communication	Extremely important
View of management	Extremely important
consultation negative	Important
Collegial approach	Significant

The observer mentioned that she had found it difficult to discern a strong preference for a collegial or any other approach towards management. She sensed however that there was a need for a collegial approach, because she found that the staff held the view that management had a certain way of operating which could be seen as conservative. She also inferred that the staff indicated that a managerial approach was used by management. Management would eventually always decide what is best and staff would be informed of what was expected of them.

It was also indicated by the outside expert that staff members were not certain that their input would be considered seriously in the decision-making process. They alluded to the fact that although consultation was evident, it was not necessarily true consultation: "...the perception is created that they are consulted, but that the decision-making ultimately lies 'at the top' and they there is not much to do to influence this..." (EP).

The expert mentioned that she detected a strong hesitancy on the part of staff members to express their views in the colloquium setting. She adds that there is some reservation in the presence of

certain members of the management team. In addition she says: "...The staff indicated to me that they don't always feel that they can speak freely and really say what they think..." (EP).

### 3.4.3 Field notes by the researcher as an observer in the field

This section will provide the observations of the researcher as a participant observer on various academic committees as the quality assurance manager. These observations have taken place over a period of three years. A complete copy of the field notes is attached as an appendix. (See Appendix H.)

What I have observed from being on the academic administration committee, is that there seems to be a move towards wider consultation and participation, which is characteristic of a collegial approach. On the Senate it is my observation that the members of this committee have indicated, by nature of their input, that they wanted more 'buying-in' on quality and other issues pertaining to their faculties. They do not merely expect to be consulted but wish to participate in decision-making. An example of wider participation would be supported by minute no.3.(19 February 2008), in which the Senate voted to establish and empower the Faculty Chairpersons' Forum to take action and formulate policies, that would be forwarded to the Academic Administration or Senate as needed.

At this point there appears to be a preference for a collegial approach, but there are times when a managerial approach is sought. What is disconcerting is that a certain degree of collegiality is being practised already, but not recognized as such. There are representatives from faculty on almost every committee at the institution. In fact, there is even student representation on the very same committees, yet consultation is one of the areas that is being criticised the most. My suspicion is that the representatives on committees may not actually be representing the views of their faculties, but merely participate in the discussions as individuals. As individuals from that faculty, they may not be reporting back to the faculty. This matter calls for further investigation.

Often policies or procedural decisions are sent out for comment, but there is rarely a response by the majority of academics. Yet they would claim that they were not aware of or consulted on policies and decisions. This is disconcerting, because there appears to be a lack of communication, unless, as stated by the external expert, there is a reluctance to respond to things which academics might feel will not make a difference or impact on the decisions taken. On the

other hand, academics may simply be too busy with the teaching, learning and research aspects of higher education to apply their thinking to policy decisions and quality assurance matters.

Policy implementation is a very slow process. It is true that when there was participation, there was less criticism. It takes discussion, consultation and collaboration before there is 'buy-in.' Ultimately, when the aforementioned measures have been exercised, there was more successful implementation. It is only when academics see the value or benefits of a decision or process, that there is fuller participation in the process.

#### 4.4. SYNTHESIS OF THE FINDINGS

This section summarizes and consolidates all the findings of the empirical section of the study.

##### 4.4.1. Findings of the questionnaire

The questionnaire revealed that 94 % of the lecturers felt quality assurance was important. In section two of the questionnaire a strong preference was shown for the characteristics of collegiality and from the responses in section three of the questionnaire, it appears that there was not a preference for managerialism. There was, however, a strong indication that accountability and monitoring are considered to be important. It was also indicated that the institution should sometimes be run like a business. These are characteristics of a managerial approach. When comparing preferences as presented in figure 1 & figure 2, it would appear that the preference for collegiality is stronger. This trend is supported in the results of section four, where 58% preferred a collegial approach. It should, however, be noted that 37% indicated that they preferred an approach which would combine collegiality and managerialism. Two alternative approaches were also mentioned: Knowledge Management and Collaborative Networking. The majority of lecturers indicated that they were not satisfied with the way in which quality assurance was managed at HC, largely because there was not enough consultation.

##### 4.4.2. Findings of the interviews

The interviews conducted with the six staff members at HC revealed the following:

- Trust in decision-making, efficiency and effectiveness were considered to be interrelated, but mutual trust is a prerequisite for efficiency and effectiveness. Transparency and 'buy-in' by the lecturers were considered as major contributors to enhancing trust and promoting a good working relationship.
- Internal monitoring was regarded as important in promoting accountability. The feeling was, however, that monitoring need not be rigorous. Regulations were also regarded as important, because they provide guidelines and parameters for teaching and learning. It was felt that regulations do not undermine trust, but that trust is undermined when regulations are not applied consistently.
- Using a top-down approach was regarded as negative, because this type of decision-making limits creativity and innovation in teaching and learning.
- There was a strong indication that certain aspects of the institution should be run along business principles. This confirms what was inferred from the responses in the questionnaire.
- In the questionnaire it was indicated that lecturers view quality assurance as important. In the interviews this was confirmed. Lecturers indicated that they were positive towards implementing quality assurance processes, because it had benefits of contributing towards improvement. The view was expressed that this positive attitude stems from the SDA philosophy, which is based on the model of Christianity. In view of this philosophy, it was considered important that lecturers be accountable for doing their best to promote quality education.
- Consultation in decision-making was considered to be crucial in promoting good working relations within a quality assurance framework.

#### 4.4.3. Findings of the e-mail interview by an external expert

The external expert stated that it was difficult to establish which approach to quality management the staff at HC preferred. She however felt that a collegial approach was preferred. She also indicated that the staff mentioned to her that they were not satisfied with the kind of consultation that was used. It was considered to be consultation which made no impact on decisions which were made at top management level.

#### 4.4.4. Findings of the participant observation

A collegial approach with elements of managerial management was preferred. What emerged was that lecturers expected to be consulted on a more regular basis and wished to participate in decision-making processes. What was not clear, was why lecturers felt that there was not sufficient consultation when in fact faculties have representation on each decision-making committee.

#### 4.5 Conclusion

In this chapter the results of the questionnaire, semi-structured interviews, the email-interview and participant observation field notes were presented along with an interpretation of these results. Content analysis was used to analyse the results of the data generated by the interviews while descriptive statistics was used to report on the results of the questionnaire. A synthesis of the findings was presented at the end of the chapter.

While Chapter 4 provided a presentation and interpretation of the empirical results, in Chapter 5 the findings will be discussed and conclusions drawn against the background of the literature overview provided in chapter 2. Recommendations will also be made for a more suitable quality assurance system or framework at Helderberg College, as well as for areas which might be investigated through further research.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The changes in higher education over the past 10 to 15 years, particularly in South Africa, together with the demand for accountability, have presented many challenges to HEIs. It has created the need to establish a system that would meet the aforementioned challenges and ensure accountability. This system has been referred to as a quality assurance system or framework. Unfortunately there is no specific model or quality assurance system which is suited to every higher education institution. Each institution needs to find a system which is suited to their unique institutional culture.

This study explored what lecturers perceived to be a suitable management approach to drive the quality assurance system at HC. The study was designed as a case study in which a questionnaire, interviews and participant observation were used to generate data which contributed to the findings. The main focus of the study was to establish the perceptions of staff on whether a collegial or a managerial approach would be most suited to manage quality assurance.

The use of an Interpretive Constructive Research Paradigm in this study proved to be useful in establishing what the conceptual framework of the lecturing staff was (Charon 2001 in O'Donoghue 2007:27). Through the questionnaire the researcher was able to establish what the lecturers' perspectives were on a collegial or management approach towards Quality Assurance. Even more useful was the interviews which followed the questionnaires. During these interviews the researcher was exposed to the reasons behind the perspectives on the phenomena which was studied. As a result of dialogue and negotiation, ultimately consensus was reached between the researcher and the target audience as to which approach to quality assurance was preferred for the institution.



In this chapter the findings of the empirical part of the study will be synthesized. This is followed by presenting a number of conclusions in the form of an answer to the research sub questions and the main research question. Finally, recommendations will be made with possible suggestions for the establishment of a quality assurance framework, as well as for further research.

## 5.2 SUMMARY OF THE FINDINGS

The findings of the data generated by the four methods are summarized and integrated under this section.

### 5.2.1. Collegiality

The findings indicate that there is a stronger preference for activities or processes which are characteristic of a collegial approach (see figures 1 & 2). In the questionnaire, when asked what their preference were for an approach regarding the management of quality assurance, the majority of lecturers chose collegiality or a collegial approach. Their reasons provided are presented in table 4.

This preference was confirmed by the interviews as well as by the field notes of the observer. The key points for meeting the preference for collegiality proved to be: increased trust; consultation; shared vision; consultation; collaboration; involvement; ownership; using collective wisdom; and empowerment. These are discussed in more detail as subpoints.

#### 5.2.1.1 Trust in decision-making

This study has pointed to the importance of a shared vision. This is confirmed by Ulrich (1998 in Harrison & Brodeth 1999: 213) who state that change is mainly effected by sharing and not imposing. This will result in more trust. Trust is viewed as a prerequisite for effectiveness and efficiency. There appears to be a need for mutual trust between policymakers and lecturers. In order for lecturers to believe that the decisions taken by policymakers were efficient and effective, they need to trust them. The way in which this trust can be developed is by practising transparency. Lecturers need to be provided with the background which motivated the choices or decisions made by lecturers. This would then assist lecturers to assess whether the decisions

were sound. A salient point made was that 'buy-in' contributes towards trust. The information that guides decision-making needs to be shared with lecturers so that they could have 'buy-in' and trust the decisions that were made.

The importance of 'buy-in' is supported by Boyd and Fresen (2004) who claim that the reason why many quality assurance systems fail, is linked to the lack of trust and ownership (Boyd & Fresen 2004:11). From the findings it appears that a system based on trust encourages mutual learning. This is confirmed by Hoecht (2006:550) who claims that such a system should be more effective, because it is likely to enhance intrinsic motivation and will reduce the cost incurred in a highly monitored system.

#### 5.2.1.2 Consultation, involvement, collaboration and collective wisdom

According to the responses in the questionnaire, 84% of the lecturers felt that consultation was essential for gaining staff support. In addition to that, 94% indicated that lecturers should always be consulted on policy design and on strategies for policy implementation. The interviewees confirmed that there is a link between consultation and satisfactory quality management. Without consultation the quality assurance system at HC would be an autocratic one. The sentiment is that quality assurance should be guided by the principles of democracy. It was clearly emphasized that the type of consultation needed should incorporate participation and involvement in decision-making, not only discussion (see tables 19 & 20). Bush (1995 in Hellawell & Hancock 2001:184) confirm the importance of sharing power in a collegial approach. He claims that policies and decisions are arrived at through a process of discussion and consensus.

It seems that when academics are allowed to participate, they are less likely to be critical and resist change. Full cooperation is more likely to occur when there is consultation.

The study revealed that consultation was linked with collaboration. This consultation involves continual interaction between policymakers and academics. The concept of consultation and 'buy-in,' is supported by Hodson & Thomas (2003:380) who claim that if management make policies and implement them without consulting lecturers, it is likely that these policies will

remain policies in name only, because the thinking of lecturers and 'buy-in' by the latter was not accommodated. The importance of collaboration based on broad consultation was also confirmed by Harrison & Brodeth (1999:208). They identified collaboration as being important for facilitating improvement in a system.

#### 5.2.1.3 Shared vision

From the study it became apparent that shared vision is important in promoting improvement and establishing a quality management system. This view is supported by Boyd & Fresen (2004:8) who state that quality assurance is not accepted or understood by all academics, and where these stakeholders do not share the same vision of quality or assume ownership of the same quality assurance system, progress cannot be anticipated. Kinman & Jones (2004 in Hull 2006:38) confirm that shared values is a characteristic of a collegial approach.

#### 5.2.2. Managerialism

When in question 4.7. of the questionnaire participants were asked which approach to quality management they prefer, none of the lecturers indicated a preference for a managerial approach as a means to ensure accountability in quality assurance. In section three, however, they did indicate that certain characteristics or processes used in a managerial approach could be adopted. This pertained mainly to finances and the allocation of resources. This study pointed to the fact that managerialism as an approach to quality assurance would not be readily accepted by the lecturers at HC. Newton (2002:186) confirms that at one stage in the context of higher education in the United Kingdom, the government encouraged institutions to adopt managerialism as a means of meeting their demands. However, as academics resisted, reciprocal accountability and trust between management and staff were compromised

##### 5.2.2.1. The institution as a business

There was a strong indication that a higher education institution might be viewed as a business. It was emphasized though that it is important to understand that the core business of higher education is not to generate money, but to provide education of a high quality. What is offered at a higher education institution, is a service product. In this case the product is a qualification. Ultimately the core function is to produce the best graduates. It was also stressed that although

the institution should be run on business principles, its mission and ethos of providing a good quality Christian education which emphasizes moral values, should not be compromised by turning education into a commodity. Harrison & Brodeth (1999:204) support this view. They claim that higher education institutions may operate as a business in the sense of continually training the staff in order to keep up with trends in higher education, but it should be more than a business. It must still unlock, teach and apply knowledge.

The findings point to the fact that in order to provide a good quality education, it is important that the finances and infrastructure need to be efficiently and effectively managed. A higher education institution needs money to operate and to acquire resources. Coughlan (2006:588) supports this idea with an approach referred to as managed managerialism. In this system a sufficient degree of corporate style management is applied to ensure that resources and infrastructure are in place to support the academic while accountability is promoted. At the same time, the retention of academic autonomy should be a goal of both academics and administrators, and only certain aspects such as finance, marketing recruitment etc. should be run along business principles.

Although the institution is considered to be a business, a strong sentiment was expressed that wide participation should be sought in the decision-making processes. The view was also expressed that those leading the institution should mainly be academics who understand how an academic organization operates. Shattock (2003:88) confirms that at a university academics are the ones who need to participate in decision-making if advancement in the performance of the university is to take place.

#### 5.2.2.2. Monitoring and regulation

Another characteristic of a managerial approach is control. Lecturers indicated that they thought monitoring was important to ensure accountability, but rigorous monitoring was not required. That a university is no longer just accountable for funding but also for the quality of teaching, is confirmed by Milliken & Colohan (2004:83). From the study it appears that it is not necessary to exercise tight control in all instances, but that there are times when direction can be provided by faculty heads. From time to time they should also be able to check whether policy and good

practice are being implemented. (Hoecht 2006:550) confirms that a quality assurance system must rely to some extent on trust, because total control in any system is not likely to occur. Trying to use a system which is tightly controlled stifles innovation.

#### 5.2.2.3. Top-down decisions

Managerialism is often associated with top-decision making. Although it was indicated in the findings that an institution is considered to be a business, a strong sentiment was expressed that wide participation should be sought in the decision-making processes. Lecturers indicated that top-down decisions have the tendency to limit creativity and innovation. Shattock (2003:36) confirms that with a top-down approach academics are not likely to be motivated.

With this kind of decision-making lecturers might feel restricted, and for this reason it is often negatively viewed. Massy (2003:25) confirms that managerialism is associated with a top-down approach, and when this approach is used it will stifle the creativity that empowers academics. It was strongly felt that lecturers would rather be consulted on matters pertaining to teaching and learning, because they are the ones who interact with the students and with their field of discipline. This is confirmed by Strydom et al (1997). He claims that it is important that managers and administrators become aware of how academics think and of what they do, as well as of the meaning they attach to policies (Strydom in Strydom et al. 1997:208).

#### 5.2.3. An approach which combines collegiality and managerialism

As indicated above, 37% of the participants opted for a combined approach. Reasons are provided in table 4, chapter 4. One lecturer who suggested this combination felt that while the best decisions emerge after a process of consultation and collaboration, there are times when efficient decisions could be made by a visionary group. Another claimed that while a collegial approach would foster team spirit and internal motivation, there are times when decisions need to be made quickly, and where consultation would not be possible. It was also felt that too much discussion and consultation could be labour the decision-making process. Coughlan (2006:585) supports the idea of a hybrid approach which could be adopted to assist modern universities in meeting the demands for accountability and change. It would be possible to adopt some corporate style practices without compromising the trust of the academy. Johnson (2006:68)

confirms that what is needed is not managerialism, but management that is closer to staff and aware of the concerns of academics and what is happening.

#### 5.2.4. Problems with quality assurance at HC.

The majority indicated that they were not satisfied with the management of quality assurance mechanisms at HC. It appears that most of the reasons given for the dissatisfaction were largely linked to the fact that there was not enough consultation (cf. table 3). Some felt that too many decisions involving policy design and strategy implementation were made solely by the administration and that lecturers were manipulated as pawns. Discussions around these decisions were merely token discussions. Staff felt that their contributions would not make an impact in the decision-making process. Ultimately the decisions were made by top management. One person indicated that she was not happy about not being consulted about training. Due to insufficient consultation, involvement and participation, there is no 'buy-in' by the lecturers. Hargreaves 1994 (in Johnson 2006:67) confirms that the life of the academic changed in that there was a change in collegial practice. The change is now being experienced as 'contrived collegiality.' Johnson (2006:67) confirms that relations with senior management changed and there was less collaboration but more administration and regulation. The findings indicate that there is reluctance amongst staff to speak in the presence of management.

#### 5.2.5. Positive views on quality assurance

In the survey 95% of the lecturers indicated that they thought that the management of quality assurance was important, while 100% felt that the implementation of quality assurance mechanisms was important. The reason for this was further explored in the interviews. From the findings of the interviews it became clear that the lecturers felt that quality assurance was important. The reason why they were positive, is because they were involved with the design of policies and processes of quality assurance from its inception at HC. Because the institution is small, it is possible to have a relatively wide representation on decision-making committees. Lecturers also felt that it was important, because it holds the promise of benefits for the students and the faculty.

There was a strong indication that the Seventh Day Adventist (SDA) worldview has contributed to this positive attitude. Christ is the model provided for best quality. It is therefore part of the SDA philosophy that the best should be strived for and that as Christians, role players should view being the best as an objective.

While they acknowledged that quality assurance is important, there are times when it could also be negatively viewed, because it creates more work. Boyd & Fresen (2004:5-6) confirm that many lecturers are interested in improvement, but the introduction of quality assurance has created heavy workloads, taking up time they would rather spend on teaching and research. Academics may also become negative when they are not involved in decisions concerning quality assurance, and they then tend to resist.

### 5.3 CONCLUSIONS

The conclusions drawn address both the subquestions and the main research question.

#### 5.3.1. Subquestion one:

What are HC lecturers' perceptions of a managerial and collegial approach towards quality management?

There was a strong preference for a collegial approach to quality assurance. There were three ways in which this was demonstrated. Firstly, in the questionnaire instances of collegiality and managerialism were sketched. Lecturers chose options which favoured collegiality. Secondly lecturers were asked which approach they would choose to manage various aspects of higher education. In most of the areas a collegial approach was chosen by the majority as the most appropriate way for management. Thirdly lecturers were asked which approach they thought would be the most suitable management approach to ensure accountability. Once again the majority opted for a collegial approach.

It was felt that the collegial approach allows for a vision that is shared by managers or administrators and lecturers – and when the vision is shared, there is more trust. In addition, input from participants in the system is important, therefore there must be consultation and

collaboration. Involvement is crucial for ownership. Lecturers felt that there has been a move away from a managerial approach in managing education. Once there is ownership, lecturers would be empowered to implement change and improvement.

None of the lecturers indicated that a managerial approach would ensure accountability in quality assurance. As indicated above, 37% of the participants opted for a combined approach. In sections of the questionnaire there were areas in which lecturers indicated that certain characteristics of a managerial approach were preferred. This pertained mainly to finances and the allocation of resources. In the interviews this preference was elaborated upon. There was a strong indication that a higher education institution is a business. However, it was important to realize that the core business of higher education is not to make a profit, but to provide a education of a high quality. In order to provide a sound education, the finances and infrastructure need to be efficiency and effectively managed. It was also stressed that although the institution should be run on business principles with regard to the aforementioned, its mission and ethos of providing a good quality Christian education emphasizing moral values, should not be compromised by turning education into a commodity.

Another characteristic of a managerial approach is control. Lecturers indicated that they thought monitoring was important to ensure accountability, but that rigorous monitoring was not required. It is not necessary to exercise tight control in all instances, but there are times when direction can be given by faculty heads. From time to time they should also be able to check whether policy and good practice is being implemented.

Although the institution is considered to be a business, a strong sentiment was expressed that wide participation should be sought in the decision-making processes. Managerialism is often associated with top decision-making. Lecturers indicated that top-down decisions have the tendency to limit creativity and innovation. Moreover, with this kind of decision-making they might feel restricted, and therefore it is often negatively viewed. It was strongly felt that lecturers would rather be consulted on matters pertaining to teaching and learning, because they are the ones who interact with the students and with their field of discipline.



### 5.3.2. Subquestion two:

What are the problems that HC lecturers experience with the current approaches in the quality management system?

This question was partially answered in the first subquestion. Lecturers do have a problem with top-down decisions that are implemented. The reasons were provided, the main reason being that they find it restrictive.

The majority of the lecturers indicated that they were not satisfied with the way in which quality assurance was being managed. The main reason provided is that there is not enough consultation in decision-making (cf. Table 3). The claim was made that involvement in policy decisions and strategic planning is not maximized. There are no discussion and collaboration, and in many instances lecturers are simply informed of decisions that had already been made. At the same time, strategy implementation is not clearly explained or monitored strictly enough. It was also felt that not sufficient support was provided to assist lecturers with policy implementation. Lecturers felt that a quality assurance system needs to be guided by the principles of democracy. Consultation is not enough; there needs to be participation as well.

### 5.3.3. Subquestion three:

Which alternative approaches would HC lecturers perceive to enhance quality assurance while maintaining academic autonomy?

Two alternative approaches were suggested: Knowledge Management and Collaborative Networking. The motivation behind the suggestion of the former was that everybody has certain talents and should be allowed to contribute towards decisions in matters pertaining to their job. The underlying principle was that collective wisdom is tapped when more people are consulted. By capitalizing on each person's strengths decision-making would be enhanced. In addition, when people have been involved in decision-making processes, they are less likely to resist change and would experience more job satisfaction because of their involvement.

Collaborative networking refers to moving the decision-making power from the top and spreading or sharing this power. It implies removing hierarchical decision-making structures within an organisation. By allowing for more input from all levels of staff, the process of transformation would be facilitated.

5.3.4. Main question: Do lecturers at Helderberg College prefer a collegial or a managerial approach to quality assurance?

Based on the findings, it is quite clear that lecturers' stated preference was for a collegial approach in the management of quality assurance. It is very important, however, to note that although none of the participants had said that they preferred a managerial approach, there were indications that lecturers thought it would be appropriate to run certain aspects of the institution along business principles which would incorporate some elements of managerialism. One could therefore say that although they did not prefer managerialism to be used in the quality assurance process, 37% of the respondents stated that they would prefer an approach which combined the two styles of management. It would therefore appear that a collegial approach is preferred as the dominant approach, but with the incorporation of aspects of managerialism to address the demand for accountability. This implies that in certain instances, besides in financial matters, it was thought that limited consultation would be more expedient in bringing about change and improvement.

## 5.4 RECOMMENDATIONS

The concept of quality seems particularly difficult to define. As (Mammen 2006:641) observes, quality is not 'absolute,' but it depends very much on the context in which it will take place or on experience and the purpose for which it is needed. In the light of the aforementioned, the following recommendations are suggested to build a quality assurance system which can address institutional concerns: quality, cost effectiveness, efficiency, access, equity and redress.

Mapesela & Hay (2005:114) observe that in order to facilitate transformation, the principles that need to be addressed are: quality; equity and redress; democratisation; development; effectiveness and efficiency; academic freedom; institutional autonomy and public

accountability. Against this background and based on the findings of this study, the following recommendations are made as they pertain to quality assurance at Helderberg College.

#### 5.4.1 Adoption of a collegial approach

The principles or processes characteristic of collegiality should be adopted in operating a quality assurance system in spite of some of the downfalls of this approach. Hellowell & Hancock (2001:188) confirm that although a collegial approach has the potential to slow down policy design and implementation, it is still considered to be the most appropriate method to use in higher education. Harvey & Newton (2004:15) observe that this approach should be based on self-regulation. If one wants to encourage effective accountability through quality evaluation, it should be based on self regulation. Hellowell & Hancock (2001:190) concur that a collegial approach encourages creativity, while the practice of sharing contributes to creating a non-managerial ethos. In this climate staff professionalism is encouraged and academics commit themselves to innovation and quality teaching.

#### 5.4.2 Inclusion of elements of managerialism.

Where a collegial approach is maintained, it is recommended that elements of managerialism also be used to drive the quality assurance system. In order to do this effectively, training should be provided for those who lead the institution, as well as for the lecturers. A new type of management is needed with the changing trends and the need for accountability in higher education. Harrison & Brodeth (1999:204) observe that professionals need to be trained to keep up with changes. In this way higher education needs to operate like a business, though it should be more than a business. It must still unlock, teach and apply knowledge. Harrison & Brodeth (1999:205) confirm that those leading faculty need to have training in order to combine these academic and executive functions.

Management must find ways of ensuring that the institution is efficient and is sustained. This requires regulation with regard to resources but at the same time, the academics' autonomy must be retained and they should participate in decision-making. Coughlan (2006:588) proposes a 'managed managerialism' model as the solution. In this system a sufficient degree of corporate style management is applied to ensure that resources and infrastructure are in place to support the

academic, while at the same time accountability is promoted. In addition, the retention of academic autonomy should be a goal of both academics and administrators.

#### 5.4.3 Trust

Although monitoring and regulation were considered to be important to hold people accountable, trust should be embedded in quality assurance processes. Lecturers should at all costs be protected from the feeling that they are constantly being watched, because it will certainly be humiliating and their professional identity may be undermined. Worthington & Hodgson (2005:99) claim that the process of self evaluation and regulation is compared to policing. Academics find this experience to be demoralizing. Their traditional views on their identity as professionals are being challenged and there is a loss with regard to control. A quality assurance system must to some extent rely on trust. Hoecht (2006:550) confirms that to use a system which is tightly controlled, stifles innovation. A system that is based on trust encourages mutual learning. Such a system should be more effective, because it enhances intrinsic motivation.

#### 5.4.4 Striving for shared vision to nurture ownership

Shared vision is important to ensure that a quality assurance system will be effective. Administrators, managers and faculty heads must share their vision of promoting improvement and accountability with the lecturers. Sharing should be mutual. Lecturers' ideals should also be included in the vision. Boyd & Fresen (2004:11) concur that quality assurance is not accepted or understood by all academics. They maintain that where stakeholders do not share the same vision of quality or assume ownership of the same quality assurance system, progress cannot be anticipated. The need to improve and produce quality should be driven from within the institution.

#### 5.4.5 Consultation, involvement, collaboration and collective wisdom

A deeper level of consultation should be employed to ensure that improvement takes place. Consultation should not be limited to merely seeking the opinions of lecturers, while decisions are still made by top-management. Consultation should include participation in decision-making. When lecturers are consulted and information is shared with them, they are more likely to take ownership of processes in quality assurance. Hoecht (2006:555-556) observes that a more

meaningful conversation should take place between higher education policymakers and academics in order to establish a quality assurance system, whereby quality can be achieved in teaching and learning without undermining trust and professional autonomy. Hodson & Thomas (2003:380) confirm that there is very little guarantee that academics will take responsibility when they have not been consulted. All levels of staff should be encouraged to participate in quality enhancement.

Collaboration is also needed because collaboration and consultation are linked. Collaboration goes a step further than consultation. It requires, for example, involvement in planning. Newton (2004) expresses the importance of involvement. He says that there should be a shift in ideology from quality management as being an attempt to impress and control, to one of encouraging a 'bottom-up' initiative. This would involve collaboration and communication across the institution. The main focus is enhancement (Harvey & Newton 2004:163). This is supported by Adams (2006). Decision-making in the higher education institution could be characterised by collaboration in which case ownership would be with the academics, as opposed to a managerial approach where policy is devised and implemented without consultation (Adams 2006:11).

#### 5.4.6 Steer away from top-down decision-making processes

A top-down approach is associated with managerialism and should be avoided in the area of teaching and learning. Typically professors have a sense of empowerment, but when a top-down approach such as managerialism is used, it will stifle the creativity that empowers academics (Massy 2003:25). Shattock (2003:86) confirms that a top-down approach will not motivate improvement. Academics work hard when they are self-governed, but not in the case of a top-down approach. With a top-down approach academics are not likely to be motivated.

#### 5.4.7 Further research.

Further research is needed to establish whether there is a quality assurance model which combines the characteristics of collegiality and managerialism and to confirm whether a 'managed managerialism' posed by Coughlan (2006), would turn out to be that model.

There is the possibility that faculty heads might have a perspective on quality assurance that differs from those of lecturers. This was not covered in the scope of this study, because faculty heads participated as lecturers. It might be useful to see whether a difference in perspective does exist, and how this would affect the preference for a quality assurance system within a private higher education institution.

Two alternatives were suggested besides collegiality. These are Knowledge Management and Collaborative Networking. Duke (2001) suggests that 'Network University,' could bring about improvement and accountability. In this type of university each sector of the university works within its own parameters and with the communities associated with it. This relies on trust from top management and is suggested as an alternative to managerialism (Duke 2001:105). It promotes entrepreneurial success and co-producing knowledge with partners (Duke 2001:115). It is based on the principle of networks in which partnerships are formed in order to be innovative (Duke 2001:117). This should be researched to establish how Collaborative Networking could be linked to quality assurance at an academic institution.

The suggestion to investigate this approach was based on the concepts in the book *The World Is Flat: A Brief History of the Twenty-First Century* by Thomas L. Friedman. This should be explored for processes that could contribute to towards quality assurance. Knowledge management is the other area which could be studied within the context of higher education to see whether it would be a suitable approach to use for quality assurance. "... It can be argued that KM is not about managing knowledge but about changing entire business cultures and strategies of organizations to ones that value learning and sharing. Although some aspects of knowledge, as culture, organizational structure, communication processes and information can be managed, knowledge itself, arguably..." (Kakabadse et al. 2003 in Metaxiotis, Ergazakis & Psarras 2005:13).

From this study it appeared that institutional culture might play an important role in quality assurance. This aspect should be explored further to determine to what extend institutional culture affects quality assurance and possibly what kind of institutional culture could promote the principals and practices of quality assurance.

## 5.5 FINAL CONCLUSION

The findings of this study suggest that the lecturers at HC prefer a collegial approach to quality assurance. There is, however, an acknowledgement that this is not the only approach that will ensure accountability, efficiency and improvement. The financial matters of a higher education institution need to operate according to business principles which are managerial in nature. In addition, in certain instances where a collegial approach would hamper decisions-making, it might be wise to adopt managerial practices. Ultimately HC should prioritize the establishment of a quality assurance framework which enhances accountability and efficiency while protecting the academic freedom of the lecturers.

## REFERENCES

- Adams, F. 2006. Managerialism and higher education governance: Implication for South African universities. *South African Journal of Higher Education*, 20(1), 3-14.
- Anderson, G. 2006. Carving out time and space in the managerial university. *Journal of Organizational change management*, 19(5), 578-592.
- Bentley, K., Habib, A. & Morrow, S. 2006. Academic freedom, institutional autonomy and the corporatized university in contemporary South Africa. Pretoria. Council on Higher Education. CHE HEIAAF: no 3
- Bleiklie, I. & Kogan, M. 2007. Organization and Governance of Universities. *Higher Education Policy*, 2007 (20), 477-493.
- Boyd, L.G. & Fresen, J.W. 2004. Quality promotion and capacity development – could they come to the aid of weary South African academics. *South African Journal of Higher Education*, 18(2), 5-15.
- Council on Higher Education (CHE). 2001. Founding document. Council on Higher Education: Pretoria. January.
- Clegg, S. 2003. Learning and Teaching Policies in Higher Education: mediations and contradictions of practice. *British Educational Research Journal*, 29(6), 803 -819.
- Coughlan, F.J. 2006. Bridging the divide: Managed managerialism. *South African Journal of Higher Education*, 20(5):582-591.
- Davies, J. 2007. The effect of academic culture on the implementation of the EFQM Excellence Model in UK universities. *Quality Assurance in Education*, 15(4), 382-401.



Denscombe, M. 2003. *The Good Research Guide for small-scale social projects*. Second edition. Philadelphia: Open University Press.

De Vos, A.S. (ed.). 2002. *Research at Grass Roots For the social sciences and human service professions*. 2<sup>nd</sup> edition. Pretoria: Van Schaik.

Duke, C. 2001. Networks and Managerialism: field-testing competing paradigms. *Journal of Higher Education Policy and Management*, 23(1), 103-118).

Fink, A. 2003. *The Survey Handbook*. Thousand Oaks: Sage Publications.

Fourie, M. 2004. *Autonomy and accountability: Keeping the balance in South African Higher Education*. Inaugural lecture. University of the Free State.

Harrison, BT. & Brodeth, E. 1999. Real work through collegiality: faculty seniors' views on the drive to improve learning and research. *Journal of Higher Education Policy and Management*, 21(2), 203-213.

Harvey, L. & Newton, J. 2004. Transforming quality Education. *Quality in Higher Education*, 10(2), 150-165.

Hellawell, D. & Hancock, N. 2001. A case study of the changing role of the academic middle manager in higher education: between hierarchical control and collegiality. *Research Papers in Education*, 16 (2), 183-197.

Hodson, P. & Thomas, H. 2003. Quality assurance in Higher Education: Fit for the new millennium or simply year 2000 compliant? *Higher Education*, 45, 375-387.

Hoecht, A. 2006. Quality assurance in U.K. higher education: Issues of trust, control, professional autonomy and accountability. *Higher Education*, 51, 541-568.

Hull, R. 2006. Workload allocation models and “collegiality” in academic departments. *Journal on organizational change management*, 19(1), 38-53.

Johnson, B. 2006. South African academia in crisis: The spread of contrived collegial managerialism. *South African Journal of Higher Education*, 20(1), 56-69.

Jonathan, R. 2006. *Academic freedom, institutional autonomy and public accountability in higher education: a framework for the analysis of the ‘state-sector’ relationship in a democratic South Africa*. Pretoria: Council on Higher Education. (CHE HEIAAF: no.1).

Krippendorff, K. 2004. *Content Analysis. An Introduction to its Methodology*. Thousand Oaks: Sage Publications.

Mammen, K. J. 2006. Academics’ perceptions of quality in higher education and quality strategies. *South African Journal of Higher Education*, 20(5), 639-654.

Mason, J. 1996. *Qualitative Researching*. London: Sage Publications.

Mapesela, M. & Hay H.R., 2005. Through the magnifying glass: A descriptive theoretical analysis of the possible impact of South African higher education policies on academic staff and job satisfaction. *Higher Education*, 50, 111-128.

Massy, W. F. 2003. *Honoring the Trust. Quality and cost containment in Higher Education*. Bolton: Anker Publishing Company.

Metaxiotis, K., Ergazakis, K. & Psarras, J. 2005. Exploring the world of knowledge management: agreements and disagreement in the academic/practitioner community. *Journal of Knowledge Management*, 9(2), 6-18.

Mc Millan, J.H. & Schumacker, S. 2001. *Research in Education. 5<sup>th</sup> edition. A conceptual Introduction*. New York: Priscilla Mc Geehon.

Meho, L. 2006. E-mail interviewing in qualitative research: A methodological discussion. *Journal of the American Society for information*, 57(10), 1284-1295.

Mertens, D.M. 1998. *Research Methods in Education and Psychology. Integrating Diversity with Quantitative & qualitative approaches*. Thousand Oaks: Sage Publications.

Milliken, J. & Colohan, G. 2004. Quality or Control? Management in Higher Education. *Journal of Higher Education Policy and Management*. 26(3), 381-391.

Newton, J. 2002. Barriers to effective quality management and leadership. Case study of two academic departments. *Higher Education*, 44, 185-212.

O'Donoghue, T. 2007. *Planning Your Qualitative Research Project. An introduction to interpretive research in education*. Oxon: Routledge.

Pretorius, R. 2003. Quality enhancement in higher education in South Africa: why a paradigm shift is necessary. *South African Journal of Higher Education*, 17(3), 129-136.

University of Twente-Enschede, The Netherlands.1999. Quality Management in Higher Education Institutions 1999. Institutional management and change in higher education. Centre for Higher Education Policy Studies. Lemma Publishers.

Shattock, M. 2003. *Managing Successful Universities*. Berkshire: Open University.

Singh, M. 2006. Bundy Blues: Contradictions and choices in South African Higher Education. Ten Years of Higher Education under Democracy. Kagisano Issue 4, Winter 2006.

Srikanthan, G. & Dalrymple, J. 2003. Developing alternative perspectives for quality in higher education. *The international Journal of Educational Management*, 17(3), 126-136.

Stephensen, S.L. 2004. Saving quality from quality assurance. *Perspective*, 8(3), 62-67.

Strydom, A.H., Lategan, L., Muller, A. (eds). 1997. *Enhancing Institutional Self- evaluation and Quality in South African Higher Education: National and International Perspective*. Unit for Research into Higher Education. Bloemfontein: University of Orange Free State.

Strydom, A.H, Zulu, N. & Murray, L. 2004. Quality, culture and change. *Quality in Higher Education*, 10(3), 207 -217.

Strydom, A.H. & Van der Westhuizen, L.J. 2001. *A guide for institutional quality assurance and management based on self-evaluation in higher education*. Bloemfontein: University of the Orange Free State.

Watson, D. & Hallett, R. 1995. Promoting a collegial approach in a multidisciplinary environment for a total quality improvement process in Higher Education. *Assessment and Education in Higher Education*, 20(1), 77.

Welman, C. Kruger, F. & Mitchell, B. 2005. *Research methodology* 3<sup>rd</sup> edition. South Africa: Oxford University Press.

Wilkinson, A. 2003. The impact of National Transformation Imperatives and Quality Monitoring on Programme Self-evaluation at a South African University: lesson learned. *Quality in Higher Education*, 9(2), 161-167.

Worthington, F. & Hodgson, J. 2005. Academic labour and the politics of quality in higher education: a critical evaluation of the conditions of possible resistance. *Critical Quarterly*, 47(1-2), 96-11

## APPENDIX A

# Helderberg College Mission Statement

## MISSION

The mission of Helderberg College is to deliver dynamic, affordable, values-based education, within the context of the Seventh-day Adventist educational philosophy.

## FOCUS

Our educational focus is in the fields of Arts, Business, Education, Health, Religion and Theology.

## COMMITMENT

We are committed to professional teaching, innovative technology and compassionate mentoring.

## GOAL

We strive to empower students from all backgrounds with leadership and vocational skills, with a passion for service to meet the transformational needs of the church and society.

## Education At Helderberg College

*Helderberg College is different from many other tertiary institutions because of its educational philosophy.* The educational philosophy of Helderberg College recognises that true education has to do with the well-balanced development of the whole person. The effectiveness of a College education depends to a large degree on the careful selection of curricular and extra-curricular activities which best cultivate a student's capabilities. The College provides an environment in which a student is encouraged to participate in religious activities, to experience personal and social growth, to develop a pattern of healthful living, and to achieve academic excellence. Each student has the opportunity to develop a well-balanced personality through participation in various campus activities.

The curriculum is founded on the philosophy that “true education means more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come” (Ellen G. White, *Education*, 13).

## Philosophy

The education philosophy of the College includes the following:

- Helderberg College is a Christian institution established on Biblical principles and ascribing to a high level of professionalism in staff and students.
- The goal of education is to prepare students for a life of service to society, not only through academic excellence, but also by spiritual advancement, practical usefulness and social awareness.
- The staff are committed Christians who believe in a philosophy of life that is in harmony with the teachings of the Seventh-day Adventist Church.
- Helderberg College upholds the lifestyle of the Seventh-day Adventist Church.
- The value and dignity of community service are respected and all students must participate in practical/community work experiences as a prerequisite to graduation.
- The importance of fellowship with others who share similar values is recognized.
- The motivation may best be summed up in the words of Jesus: “Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind ... and ... love your neighbour as yourself” (Luke 10:27).

## Basic Principles

The following principles are fundamental to the smooth functioning of the College programme. They help to maintain the quality of the academic atmosphere of the College and the commitment to academic, practical and spiritual excellence. Those who form part of the Helderberg College family will:

- Honour God in all spheres of life and show respect for others.
- Show Christian refinement in speech and action.
- Respect the religious convictions of fellow students and refrain from spreading ungodly philosophies or beliefs.
- Support the religious programmes that form an integral part of life at a Christian College.
- Be strictly honest in all aspects of living.
- Show good citizenship by respecting the laws of the land and upholding the principles of the College.
- Pursue a healthy lifestyle and abstain from the use of illegal drugs and other harmful substances such as tobacco, alcohol and narcotics, and unquestionably reject any pornographic materials.
- Choose recreation and amusements that refresh and strengthen all the faculties: physical, mental, social and spiritual.

- Exhibit a high sense of modesty, simplicity and cultural refinement in dress, choosing that which is appropriate to the occasion. Classroom dress should be neat and modest, while church dress should be more formal in keeping with the sacredness of the worship experience.
- In keeping with the emphasis in God's Word on the allure of inner beauty rather than outward adornment, avoid the excessive use of jewellery and cosmetics, and be responsive to helpful suggestions from the deans or staff/faculty members.
- Conduct relationships in a wholesome manner by abstaining from excessive expression of affection in public, from pre-marital sex, and from any other behaviour that could jeopardize future significant relationships and damage self-esteem.
- Use time effectively and meet all appointments punctually and faithfully.
- Respect and value the positive contribution that each culture brings to the whole College family.

## VALUES

**Transparency:** Education needs a natural and supportive environment, one which awakens joy and enthusiasm in creativity and knowledge. As a Seventh-day Adventist administration, faculty and staff, we are committed to providing a caring and stimulating community within an ambience of Christian fellowship, and to professional practices, transparent and efficient administration and an ethos of service.

**Consultation:** Education is a rigorous but co-operative endeavour. We believe that only as students and teachers from different faculties and disciplines associate closely together in research, work and service can holistic and balanced education truly be achieved. We are committed to developing our resources and facilities so that both faculty and students can engage in the ongoing search for truth, critical evaluation of practice, and acquisition of wisdom. We believe that various role players need to be included in all aspects of planning and that major decisions with regard to the strategic direction of the College can only be made after extensive consultation with all the relevant constituencies – students, staff, government agencies and the wider community.

**Respect:** Education is the harmonious development of the whole human potential of each individual. We believe in the dignity and uniqueness of each human being, and the value of mutual respect, manual labour and practical skills. We are committed to providing up-to-date information, effective training in essential skills, opportunity for character development, and the stimulation and challenge required for the enlarging of the understanding and the integration of faith and learning, in both formal and other ways.

**Innovation:** Education is a dynamic venture. The College is committed to ensuring that its programmes, teaching, learning and assessment strategies, quality assurance mechanisms and academic support structures are continually benchmarked against national and international best practice. It strives to source and implement innovative approaches to teaching, learning and the industry standards and criteria for the disciplines for which the College is registered. It seeks to provide opportunities for its entire staff to be qualified in the fields in which they operate and to be exposed to the latest research and developments within those fields through exposure to conferences, seminars, workshops and other forums.

**Life-long learning:** Education is not finished at graduation. It has only just begun. We are thus committed, in partnership with parents, alumni, local community and wider constituency, to preparing our students for the challenges of living and working in an increasingly complex and changing world, for effective and compassionate service in community and church, and for a lifelong commitment to learning and excellence. We do this by providing our graduates with the qualifications and life skills essential for career success in the work world, and by empowering them to recognise and deal constructively with problems and opportunities.

## GOALS

In harmony with this philosophy of education, the faculty and staff at Helderberg College have defined the objectives in the following areas:

**Spiritual:** Helderberg College places great emphasis upon the role of religion in the personal lives of its students. It seeks to develop a high concept of service to God and man and to emphasize the importance of character development based upon the eternal values of the Word of God. Students are encouraged to develop a Christian philosophy of life as a basis for the solution of both personal and social problems.

**Intellectual:** The College seeks to encourage in its students the ability for independent and creative thinking. It further provides students with opportunities to acquire the knowledge, skills, and attitudes that are necessary for pursuing a career, and to instil in them an interest in life-long learning.

**Physical:** The concern for the physical is essential to both spiritual and mental excellence. The College seeks to assist students in developing habits that will promote health and physical fitness. Thus, a balanced programme of study, worship, work, rest, and recreation is emphasised.

**Social:** The development of attractive personalities, enduring friendships, and unselfish attitudes is a priority.

## HISTORY

Seventh-day Adventist education in South Africa began in 1893 with the establishment of Claremont Union College at Claremont, Cape Town. It was the first College operated by the Seventh-day Adventist denomination outside North America. The College changed location in 1919 and again in 1928 in an attempt to follow more closely the philosophy that motivated it from the beginning. After the first move, the College became known as the South African Training School and later as Spioenkop College, located 32 km from Ladysmith in Natal. In 1928 the College was relocated to a 150 ha fruit farm on the slopes of Helderberg Mountain, 5 km from Somerset West. Helderberg College is the product of the seeds sown by the pioneers, both staff and students, at two earlier locations.





Until 1974, the chief administrator of the College was known as the “Principal”. From 1975 to 2001, this position was designated as “Rector”, then “President” from 2002. Below is a list of administrators over the years:

## APPENDIX B

### Presentation on Quality Assurance

# A quality Management Framework

“A quality assurance system is intended to ensure that higher education and training programmes...are relevant to the needs of learners, employers and other stakeholders within the context of the social, intellectual and economic requirements of societal development.” (CHE 2001:1)

## Legislative instruments

- SAQA Act
- Education White Paper 3  
A Transformation of Higher Education
- Higher Education Act 1997

## Education White Paper

- “Quality.....should guide the transformation of higher education, together with **equity and redress**, development, **effectiveness and efficiency**, academic freedom, **institutional autonomy and public accountability**.” (CHE 2001:1)
- “**The primary responsibility of quality assurance rests with higher education institutions.**” (CHE 2001:4)

- SAQA Act establishment of National Qualification framework
- Higher Education Act  
Establishment of Council on Higher Education

## CHE Higher Education Quality Committee (HEQC)

- Umbrella for quality assurance nationally

### External agent to:

- Promote QA in HE
- Audit QA Mechanisms in HE
- Accredite Programmes

## HEQC Approach to Quality Assurance

- “light touch” approach
- Relying largely on self-evaluation and site visits.
- In Audits they would look at the quality assurance policies and systems in the area of teaching and learning, research and community engagement.

## HELDERBERG COLLEGE APPROACH

- POLICIES
- STRUCTURES & FUNCTIONS
  - Beginning with the  
LECTURERS  
VARIOUS COMMITTEES  
and ultimately  
COUNCIL
- Processes of policy implementation, monitoring and evaluation

## Quality assurance indicators and mechanisms

- Student evaluations
- Exit interviews
- External moderation
- Graduate tracking
- Programme reviews

## Teaching and learning

- Programme development
- Facilitation
- Assessment
- Moderation
- Certification

## Research

- Policies
- Projects
- Conferences

## Community Engagement

- Policy
- Strategy
- Course related CE
- Programme related CE e.g. practicums

## Framework

- The institutions internal concerns are: quality, cost effectiveness, efficiency, access, equity and redress. These are processed in terms of cycles of planning, implementation, evaluation, reviewing and improving (Strydom & van der Westhuizen 2001:28).



- **BUILDING BLOCKS OF THIS FRAMEWORK**

- **Systems:-**

- Cycles –Policy and strategy implementation, monitoring and evaluation - enhancement

- **Positions –**

- Compliance / Enhancement

- **Approaches-**

- Managerial

Managerialism is associated with a top down approach  
the senior staff draft and implement policy

- Collegial

Collegiality is an approach used whereby policy and decisions  
are arrived at through a process of discussion and consensus.



## APPENDIX C

### Letter to participants of the survey

3 June 2008

Dear Participant

This survey forms part of research by J Appollis in partial fulfilment towards an MPhil degree in Higher Education.

The purpose of the survey is to establish what lecturers would perceive as a suitable management approach for quality assurance and accountability.

The researcher will hand out the questionnaires, but it will be collected by an assistant in order to ensure the anonymity of the participants.

Because of the small sample size it is requested that everybody participate for the study to be valid.

Your participation is highly appreciated.

Sincerely

J Appollis

Tel: 021 850 7672

Email: appollisj@hbc.ac.za

## APPENDIX D

### Questionnaire

Definitions you might find helpful when answering some of the questions:

Quality Assurance Mechanisms:

- Programme of Learning Advisory Committee (PLAC) (Committees consulted for programme development and annual reviews)
- Student evaluations
- External moderation
- Impact studies (Tracking of graduate involvement in further studies or employment)
- Exit interviews (Feedback received from graduates about their programme of study)
- Programme reviews (Internal programme audits to evaluate relevance and value of the degree)

Collegial Approach:

A collegial approach to quality assurance would involve collaboration and discussion in the decision-making process. There is a shared vision as to how an institution can be accountable to its constituencies. Consultation forms part of decision making.

Managerial Approach:

A managerial approach to quality assurance would involve tight control and monitoring. Policy decisions are made by management and lecturers are required to implement them. Consultation does not form part of decision making. The institution is operated like a business.

## SECTION 1

**Circle the answer of your choice.**

1.1 How would you describe your knowledge of quality assurance?

Good                      Average                      Poor

1.2. To what extent are you aware of the quality assurance mechanisms (refer to definitions above) being used at Helderberg College?

Well aware                      Partially aware                      Not aware at all

1.3. How important is the management of quality assurance?

Very important                      Partially important                      Not important

## SECTION 2.

**Circle the answer of your choice.**

2.1 Decision-making should involve collaboration and discussion.

Always

Sometimes

Never

2.2 Lecturers should be consulted on policy designs.

Always

Sometimes

Never

2.3 Strategies for policy implementation of quality assurance should be designed by lecturers.

Always

Sometimes

Never

2.4 Management should consult lecturers on the strategies of implementation.

Always

Sometimes

Never

2.5 Decisions for enhancement of quality should be driven by a shared vision between management and lecturers.

Always

Sometimes

Never

2.6 Ensuring that trust is maintained in decision-making in quality assurance is more important than being effective and efficient.

Always

Sometimes

Never

2.7 Consultation is essential in order to gain staff support.

Always

Sometimes

Never

### SECTION 3

**Circle the answer of your choice.**

3.1. Management of quality assurance should be more tightly controlled and monitored.

Always                      Sometimes                      Never

3.2. Decisions and strategies about monitoring quality should be made by management and implemented by lecturers.

Always                      Sometimes                      Never

3.3. Decisions made by management to enhance quality in teaching and learning, encourages creativity on the part of the lecturer.

Always                      Sometimes                      Never

3.4. It is important that a higher education institution be run like a business.

Always                      Sometimes                      Never

3.5. Higher education institutions must be accountable to students.

Always                      Sometimes                      Never

3.6. Higher education institutions must be accountable to the community.

Always                      Sometimes                      Never

3.7. Rigorous internal monitoring is important for an effective quality assurance system.

Always                      Sometimes                      Never

3.8. Regulation and monitoring of quality does not undermine trust between management and lecturers.

Always

Sometimes

Never

#### SECTION 4

**Circle either yes or no.**

4.1. Is there evidence of management of quality assurance at HC?

Yes	No
-----	----

4.2. Do you feel that the implementation of quality assurance mechanisms is important?

Yes	No
-----	----

4.3. Do you think that these mechanisms are managed satisfactorily?

Yes	No
-----	----

4.4. If your answer to question 4.3. is 'No,' select the area of management with which you are dissatisfied with a tick (✓) then briefly comment why you are dissatisfied with it.

- \_\_\_\_\_decision-making

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_policy-making

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_strategies for implementation

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_levels at which decisions are made

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.5. Decisions are made at different committees/meetings/offices. Indicate by using a tick (✓) at which committee/meeting/office decisions regarding B,C,D or E should be made. The committees/meetings/offices can be found in column A. Your tick needs to be in either column B,C, D or E.

The example given says that a decision on policy making should be in the President's Office and that decisions about strategy implementation should be taken in the VP Finances office.

A	B Policy-making	C Implementation strategy	D Teaching and learning	E Quality assurance mechanism
<b>e.g. President VP Finance</b>	✓	✓		
Lecturers				
Academic Administrative committee				
Senate				
Academic Administration Office				

4.6. Which approach is more effective in ensuring that there is accountability in teaching and learning?

4.6.1. \_\_\_\_\_ A collegial approach which involves consultation and collaboration over a period of time.

Why?

or

4.6.2. \_\_\_\_\_ A managerial approach, in which managers make decisions and lecturers are expected to implement changes accordingly.

Why?

or

4.6.3. \_\_\_\_\_ An approach in which some decisions are made through a collegial approach and others by a managerial approach.

4.7. In terms of the preferences you have indicated, specify which particular areas of decision-making should be collegial and which should be managerial with a (✓).

	Policy Design	Allocation of Resources	Staff Development	Teaching Loads	Change Implementation	Finances	Other (specify)	Other (specify)

Collegial								
Managerial								

- 4.8. Besides a managerial approach or a collegial approach, which other approach would you suggest as an alternative approach to ensure accountability in quality assurance?

\_\_\_\_\_

## SECTION 5

- 5.1 Would you feel comfortable with speaking to the quality assurance manager about serious shortcomings in the management of quality and the approach used?

Yes	no
-----	----

- 5.2. If your answer is NO, who would you suggest should approach lecturers for their opinion?

Tick (✓) next to the answer of your choice.

Another lecturer \_\_\_\_\_

A Faculty Head \_\_\_\_\_

Other \_\_\_\_\_ (Specify) \_\_\_\_\_

Please complete the following biographical information by circling the appropriate representative category.

AGE	GENDER	FACULTY	RANK	YEARS OF EXP IN HE	YEARS AT HBC
20-29	Male	Arts	Junior Lecturer	0-5	0-5
30-39	Female	Theology	Lecturer	6-10	6-10
40-49		Business	Senior Lecturer	11-15	11-15
50-59			Assoc. Prof.	16-20	16-20
60-69			Prof.	21-25	21-25
				26-30	26-30



THANK YOU FOR YOUR TIME

APPENDIX E

Letter to the external expert requesting participation in an interview

5 August 2008

Dear N

This is a formal request for you to participate in research that I am currently conducting in partial fulfilment of an MPhil degree.

The research topic is :

“Perception of staff on collegiality and accountability in promoting quality assurance at a denominational higher education college.”

The research question is:

**“Do lecturers at Helderberg College (HC) prefer a collegial or a managerial approach to quality assurance? ”**

A survey was conducted with the lecturers, as well as interviews with six lecturers.

The purpose of the interviews was to establish what lecturers would perceive as being a suitable management approach for quality assurance and accountability. Since you had facilitated a quality management colloquium at the institution I thought that by participating in an online interview, your input would add credibility to the data collected from the surveys and the interviews. The information that you share will be treated with confidentiality.

The interview would probably involve two e-mails. In the initial interview I will ask the relevant questions. Once you have responded and I have gone through the responses and find that there are areas that need clarity or expansion I will send a second e-mail requesting this information. I do not foresee that it will go beyond two e-mails.

If it is possible and you agree to be interviewed, could you put your signature on this page and send it back otherwise an e-mailed response would suffice.

Yours sincerely

Jilian Appollis

I NM.

Signature:



## APPENDIX F

### Interview transcriptions

The questions are drawn from the results of the questionnaire.

#### 1. Maintaining trust in decision-making was weighted as equally important as effectiveness and efficiency. Would you agree/disagree with this conclusion? Why?

P1	
MT	I think I would agree with it...I think I would agree with it, because for me to think that. I need to trust...I need to have trust with people in order for me to believe that they are being efficient and even effective and even for me as well, if I am not trusted, even if I am efficient, people..people will not see that efficiency, you know what I mean, because they, if they think that I am not trustworthy, I don't do my work well, I don't speak the truth, even if I am efficient there is always something behind – why is she doing that? –it is because she wants to get something so, and I...I would agree with it.
MT	
TP	Ok, did you say that trust is more important than efficient...and, you know effective...effectiveness? Probably...probably it is...I don't know, you know, if...if...if we want to have a system going on, definitely trust has to be there.
	Yah...and then trust has to be there, I mean we have to trust...trust has to be there if we want to have an effective and efficient system.
I	Yah, that's what..how I see it, that the two, they will be linked. If they're not, if...if there's no trust...I think people will always think your effectiveness or your efficiency, you are trying to achieve something, whereas you know really the system, that's trying to make sure, looking at quality, you are just trying to make sure that this thing is done in a proper way, and so you are being effective and efficient but if I trust you, then I see the genuineness in your being effective and in the efficiency. If it makes sense? (laughs)
I	
P2	

I	<p>Yes, I think so.</p> <p>Because you can have very effective decision making and very efficient, for example, in Zimbabwe, very effective and efficient, but there is no trust. So it is of no use to have a decision that no-one has faith in, or the credibility of the person who has made it, for that matter.</p>
<b>P3</b>	
I TP	<p>Yes, yes just refresh my memory about the whole thing... it's...it's to do with the relationship between admin and lecturers, or is that what...</p> <p>I suppose one's tempted to say trust, sort of ahead of the other two, but I think they are interrelated. So, yah, I think if you lose trust, you're going to lose effectiveness and efficiency. Okay so...so...so almost trust is...is a prerequisite to be effective and efficient, if you lose your trust in people, you're not going to perform.</p>
<b>P4</b>	
<b>P5</b>	
MT B  B	<p>Ahm.. very strongly agree... because there's a, there needs to be... people need to understand why a decision is being made, otherwise they don't believe...might not believe it's the correct one, they don't understand the process and things like that. So, yah, I think, you need to trust those who are making them, but you need, they need to be open and provide you with all the information and the reasoning for making various decisions. I think that's really important.</p> <p>Yah, because, I mean obviously efficiency and effectiveness are important, but if I as a lecturer, for example, understand why a particular decision was made, then I can't evaluate its efficiency or, I might not believe it's the most efficient way, so I need to understand the process behind the decision. Yah...</p>
<b>P6</b>	
WR	<p>Yes, I would agree with it...one thing to understand is that trust is a cornerstone to every relationship. Without trust, how would you know that ....you won't be able to accept whether work is effectively or efficient. It's...trust</p>

MT	<p>is the cornerstone to any relationship. If you trust somebody you will be able to accept whatever they come up with, because you trust them. There is a relationship already. Without trust, no matter what a person does, you don't trust the person. You think it's just...just bunch of lies, or something that you just can't take away. Trust is a cornerstone to any relationship, in communications, in whatever work we do. Yah...</p> <p>Okay...</p>
TP	<p>I think I would look at it to be a little higher, because you start by trusting somebody before you give them a work or a responsibility, which you think they would do efficiently and effectively, because you have trusted them first. So to me, trust comes up. For them to effective you have to have trust.</p>

**2. The majority felt that rigorous internal monitoring is an important form of accountability. What is your comment on this?**

P1	<p>It guess it depends with what you mean by rigorous internal monitoring.</p>
NR	<p>That it is as important form for accountability, for people to be accountable, they need rigorous internal monitoring? I wouldn't say rigorous, just say internal monitoring would also be, you know.....sometimes when it is rigorous, it...it makes me a stooge, you know, somebody is watching behind me, I am not doing it because I want to do it, you know, but I...I...I think when people are trained, somehow if it is instilled in them, accountability is very important. What you do, you have to be accountable for it, and yah, I think, that's how we will be able to achieve a lot of things, but I'm... but rigorous I would not put the word rigorous, when it comes to rigorous, it's...it's like there are so many barriers, there so many things you...you want me to go this way and so you are putting all these things, I have to move in this</p>
IMI	
NR	



IMI	<p>but we are also friends, and we are small in each department, in each faculty, so if I make a serious comment about my colleague, you know, or seriously question, or and in how we do it, there could be... results, repercussions or just because we're people, we are all professionals, but because of the size, if we were the size of a...a....a state university, where you hardly know your colleague, that would be different. But because we are acquaintances and friends, in some cases, I think that...that...that the personal aspect could be so... external then is this objective person sitting on another university, saying and...and whatever they say, it seems we accept more, okay, they say it, it must be true. Although having said that, I think the internal is...is just as important because, I do think, although we know each other well, I do think we are all professional enough to... when I look at an exam paper and...and I make my question mark or I suggest something that...that...that is important and that I do it with genuine interest, in my case, as the chair or the programme co-ordinator, but I also think that I would hope that...that my colleague would appreciate that... because we want to be, do our jobs the best possible, even if it's pointing out a typo or your marks don't add up, you know, never mind, I think this exam is too difficult or too easy or a bit disjointed. So, I don't know if I have even answered the question. But, yes...external is important, but I think because it's...it's only the exit level courses that are externally moderated, at the moment.... we have to use the internal system and therefore it is important that that is of as high a standard and as honest and as professional as possible.</p>
P5	
IMI  U	<p>Look, I think it is important, I mean for practical purposes, I mean you can't send everything off to some external thing all the time. So, it's...simply it's the most efficient way, I guess. I have to say I'm not, I haven't received the, I don't feel that much of sort of what I've received back in terms of internal monitoring, in terms of course outlines and tests and that sort of thing has</p>

D	actually been particularly useful but I...I suppose it's important to have the process in place, in case it is needed, you know somebody is doing something completely crazy... So, I suppose it's the process more than the...the end result so much for me at least. But, yah, look, it is, it is important, definitely.
P6	Again to talk of rigorous monitoring, this is sort of...
D	supervising and it all depends on people, there're people who want to be supervised all the time for them to do their work. There...there those that have got the initiative, they've got that, the leadership ability, they know what to do and they don't need to be supervised, they just carry on, they know. So again, it all depends on the group you are dealing with. If you are dealing with people that are self-motivated, people have got you know the vision, who know exactly where they are going. Monitoring is not really necessary. Of course checks and balances has to be there, but not, as it says here, rigorous internal... you know, if they know the work they doing, they have all the responsibility, all the resources; you must just check once in a while exactly what... if it's correct. That's how I see it.
NN	
NN	
NR	
CI	

3. From the results of the survey one may also deduce that **regulation (policies and procedures) does not necessarily undermine trust. Do you agree/disagree with this? Why? What would you say could undermine trust with regards to regulation?**

P1	Yip, I do.
RB	What would you say could undermine trust with regards to regulation?  I...I...I think if regulations are put in place, if...if staff feels that regulations, maybe let me look at the...the procedures or even, ja, both policies and procedures, if policies and procedures are in place but they are only implemented when the head feels they want to get to me – its not consistent, regulations are there, you know, this is how we are supposed to do it, some people will do, some people won't do, and there only implemented or they're only put in place when I am doing something – okay, you need to do this, you know

RUT	<p>probably I can give an example – you want a loan, you know the policies and procedures, the regulations that are in place are you know, nobody gets a loan unless they are five years – you know, I go there I don't have five years, obviously I don't get, but there's somebody that goes there... they don't have five years, they get the pay. You know I'm...I'm thinking if...if the regulations and..and pro...if the regulations are there, then, you know, I think they have to be implemented on everyone and if there is leeway, if there is supposed to be a leeway then it should be stated in the regulations, that yah you can get, you don't get a loan unless you have five years or if a committee sits and you know, let it not be a one man thing, let it not be just one man who imposes those regulations, because if it is a one man who imposes those regulations and...and...and they decide against imposing them on me and yet imposing them on somebody else, I...I think that...that would undermine trust. It would undermine trust.</p> <p>Yah....yah.</p>
•	•
•	•
P2 RN RB  RIT	<p>Absolutely! I think you need regulation. God regulates us, He gives us yardsticks, I mean He gives us parameters of behaviour, to make us feel secure and it allows us to know where, you know, our boundaries are. But at the same time, we trust Him, in fact regulation might,, increase trust. You find that children who have clear parameters feel...they have a much greater sense of security, because they know somebody cares enough to regulate their behaviour for their own good.</p>
P3 . RB  RIT RUT RUT	<p>Yes. Because regulations are not discriminating. If you have a rule and it's applied and it's applied consistently, there's no problem, everybody knows what the rule is, that's the way it's supposed to be done. They might not like the rule, but that does not make the person who is implementing the rule untrustworthy. In fact, they become untrustworthy if they string one on one way or the other and apply it as they see fit. Yah. A lack of regulations undermines trust, because it means that you are just applying it as you see fit, you have, do you not, and people make judgements about your judgement calls, which are no longer guided by any sort of standard.</p>
P4	
	No...no, well I think regulations goes through a process, you know, by

RDUT	<p>the time the regulation is voted or becomes policy, it has gone through a process; now here I've got a bit of an advantage, because I do sit on most of the committees and I know that when that document lands in lecturers' meeting or is introduced to the staff, that it has gone through a process. I think that if you are not on all of the committees, sometimes, or for junior people, it might seem that this is something that is just handed out and now you are supposed to comply or you are told this is how it is, but having the advantage of sitting on nearly all of the committees, I know the effort that goes into, you know, first brainstorming strategically and then you... it's refined, refined, refined working with previous editions revising, revising; improving, improving. So... so...so I know that the regulations that come down, although they...they're always open for further revision or refinement, I do...have to believe and I do believe that they are the best they can be, with the light that we had at that moment. You know, even if something changed the...the next day, you know it was still the best that we could do the previous day. So I do think that yes, the, what is it again, the trust aspect? I...I can honestly say that for me that is true, but I can, as I said, maybe with the added insight of knowing how the processes work. But I do think that from...from someone else's perspective... it might seem that it is something just handed down from on high and therefore, you again might have some question or some discomfort, depending on what the policy is.</p> <p>No, no, no, I think...it's like faith, you know, you... faith is something very intangible. We say we believe in something, but how do you tangibly prove it, so in this case you...you have to believe that if the regulation came through an objective...as objective a process as possible, it should be or it can be trusted.</p>
P5	
<p>RDUT</p> <p>RB</p> <p>RUT</p>	<p>Yah, I would agree, I don't think that because I'm monitored as a lecturer that.. that necessarily means that the administration or whoever is doing the monitoring doesn't trust me, because, you know, the reason it... I suppose it depends on the reason for monitoring. Is it because they're suspicious about me, or something, or is it because it's going to be a mutual process of improvement, which is what monitoring really is all about, I think. Yes, so no I don't think it does necessarily undermine trust.</p> <p>Could it undermine trust?</p> <p>If it's done behind your back, for example, and, you know, if you're not told what's going on or the purpose for the monitoring and things like that, then certainly yes, if...if you find out, and all of a sudden</p>



	<p>somebody has been talking to all of the students and telling you what a bad lecturer you are behind your back. You know, that sort of process...so, it's possible yes, that's why I think being up front and then some sort of a mutual process is important. Yah.</p>
P6	<p>Let's look at this; policies and procedures does not discern it, determine trust; okay, underline trust. Okay...</p> <p>I'm trying to think of...</p>
RDNT	<p>That's alright, I don't disagree with this, because policies are guidelines. And these are boundaries they...it...they check one, you know, to see that you are actually working within the environment, or within the boundaries of your work. You're not going overboard or overdoing things and things like that, and policies are very important to maintaining standards, because that policies, what you are doing, it's a benchmark... so policies are important, whether you are monitoring or not monitoring, but policies have to be in place and be followed to meet those and objectives of the organization.</p>
RB	
RN	
RN	
RDNT	
	<p>Could undermine trust?</p> <p>Not necessarily, because policies do not undermine trust, as I have said, policies are guidelines. Okay? They are simply guidelines to show us, listen this is how far we can go, this is the fence of, you know... To me, policies and trust....how do I put it? One does not undermine the other, one is simply guideline, okay? It's procedures, it's the way things should be done, this way, that way, that way, that way. That's it! Okay?</p>

**4. In which way do top-down decisions concerning quality enhancement in teaching and learning impact on creativity on the part of the lecturer?**

**Does it impact negatively only or are their times when it can stimulate creativity?**

P1	<p>Oh I think...I, I mean, I understand, I...I...I think if the...the head who has no idea on the maybe topics that I am going to teach or even, you know, quality management or the administration who have no idea on what I am teaching... want me to teach in a certain way... probably I, you know, example I might want to make sure that I have, for people to understand accounting, I might want them to know probably, have a tutor, all the time. But probably management, because when they went to school there not tutors, they don't think that it's necessary, they just say, you know, it's not necessary. I...I...I.. and so they...they just on me, they tell me you don't need a</p>
----	--

DC	tutor. I...I...I think... asking me what I need, and then for...then they try to implement from the top, after asking me what I need, I think that would be the best, than for them to just impose from the top, "This is how we are supposed to do it." I think it end up making us feel – making a lecturer or you know a teacher feel, well if they think they can do it, why don't they do it. So, I...I...I think it impacts. I mean, each time if, I think coming down forcefully and without consulting a lecturer on certain things I think it might make them feel, yah, that they not doing...it might impact on my, because then, you know, I don't need to do anything, I can just wait for them to tell me how do you want me to teach, how many quizzes do you want me to give... you say it.
DNI	
DB	Does it impact negatively on me or are there times when it can be... stimulate creativity? It can stim...I mean, like I said, I don't think it's top down decisions only impact negatively, I don't, I don't think so. I think there times when, you know the...the head, you know, would need to...to give some directions. So I don't think they always, But I...I...I, you know, I think there are times when they will impact negatively, but...but not always. I don't think it's always.
P2	It could definitely do so if it is done in a kind of autocratic way. In general I believe that top-down decisions are autocratic, look, I think the two...are synonymous, which...which militates against people's creativity because it limits them. They don't have the latitude in other words to...to have their...to have their own input.
DNI	
DLC	
DLC	
DB	Can it be positive? I don't, unless...unless the top-down decision actually allows...allows for some creativity or latitude on the part of the...of the people. It depends how...how restrictive the decisions are. I believe people should be given some...some leeway.
P3	Well, they would...would be... negative, I think generally, because you... any restriction or order is saying, you do it this way, that's the way it should be done. Automatically your...you... you're being put into a box, even if it's quite a loose restriction, yah, it's going to restrict it, or make it more challenging to be creative, at least. But, you know, on the
DNI	
DLC	

	<p>other hand, you know just, you can't just have crazy creativity, you know, because any syllabus and any course has to operate within certain parameters. I don't have the freedom to do whatever I want, in a course. I'm expected to impart certain, you know whatever the subject might be. Yah...</p>
P4	<p>On the creativity? ...Shoo! Yes, yes, something that's announced or handed out at lecturers' meeting. Okay, yes, again I have a, maybe a... the added insight, I know what has gone before, when it is handed out. So I do know that it was...the...the discussions were done with the best interest of everyone at heart. I...you know, because the committees, everyone has a say and as people are represented on committees they...they give their input from a wide group, so... I believe the regulations are for the best of everyone. However, I can also... thinking from the other side, identify with someone that is handed the research policy or the assessment policy and they say oh well this is how it is supposed to be done now, I have no say in the matter, although on the other hand I must say that, lecturers at Helderberg College are pretty autonomous. I think we have far more freedom in our courses, our course work, in drawing up the course outlines in...in drawing up your criteria and your assessment, than possibly happens at the bigger institutions, where because of the size, they are told, "You must do it this way." So...so I do think that, although we have templates and examples, and ways that things are done. Within that, I think there is room for a lot of autonomy, which you can then say is creativity, so there is still room for me to really do and put in, what I think is best, or...or, you know, just taking class-size for example, we have the...the blessing of having small classes, so I can give my students a lot more to do and to hand in and engage, because I know that I will be able to handle it. Whereas if you have a class of 300 you cannot give them seven written assignments and a term paper because you know that you cannot humanly mark it, so how I then choose to do my work... there is more creativity because the circumstances allow it.</p>
DB	<p>Negative?</p> <p>No,no, it can be, I can see how it can be, but that will depend on the individual...individual and possibly how they perceive the top, management or administration... and... that...that can be very personal, but...but objectively, I think people... the ideal is that people trust the top, the management or administration, and...and they need to feel assured that they do have a say, and I think we...we do have, I mean I know how many times policies come back and forth before it is finally voted and if its people then decide not to engage or to comment, then, you know, no answer is also an answer or if I keep silent, it, silence is consent. So then you can't turn around and say, not so, okay and also</p>

	because of our unique situation, I do think that in that sense, from the top down, those regulations that are handed out are probably much better than at the bigger institutions.
P5. DLC	Because I guess there's a tendency for a top-down process to have everybody feel in one box, you know you've got a wide variety of courses from a wide variety of disciplines and things like that, the tendency is to say right, they all must fit this model. When the majority might, but there's possibly going to be some that don't. One example for me is...is...the idea that we must have at least 50% of the marks in the final exam. There are not many subjects, but there are some subjects which are... would not like to do that, and...and yet that's a policy that everybody is supposed to fit into. So, yeah, that can impact on creativity in that sense, because you've got to fit into a certain box or model or formula. Yah.
DLC	Are there times when it can stimulate creativity?
DLC	I would say probably not. Yah...it would depend on the decisions that were made, I guess, but the tendency is for not to, I would think, that the more top-down a decision process is, that the less creativity is present.
P6	That's an interesting one....let's see...in which way do top-down decisions...teaching and learning....creativity on the part of the lecturers? I mean if you look at the way the management style, different type of managers manage organizations, some prefer the top-down approach, some want to know that to have the people get involved, but for me the best is, get it from the ground, get it from the lecturers, because they know exactly, they are in contact with the students on a day-to-day basis. They understand the students, they know the level of the students, where the students are as far as academic life is concerned. So, for me top-down approach is not the best approach. Find out from the ground what are the problems and let's come up with a solution to solve the problem, than simply dropping things from the top and you know, you don't know exactly the frustrations the lecturers are facing, you don't know the challenges they are facing with the students on a day-to-day basis, but you work with the lecturers to find out how do we meet our objectives, how best do we work to achieve our standards. You know the students well, you meet them every day... you know exactly the struggles they go through. The lecturer is in a position to give you more information about the students' level and how they are
DC	
DNI	
DC	
DC	
DC	

DNI DB	coping than simply dropping things from the sky. It could have a negative in some areas. In some areas yes, it helpful when it comes to like... enforcing some policies that have to be, you know, followed. That way, it's fine...

5. The majority felt that the institution should sometimes be run like a business. What are the advantages of running an institution as a business? If there are any disadvantages, what would they be?

P1 RLB	I think an institution is a business. I think an institution is...I...I think it depends with what, how you define business. But I think an institution is a business.
CB	You know, we...we are here to attract people, we want to make sure always we have customers and we want to make sure that we, you know, our budgets, and you know, we...we...we, we don't go below our budget. We want to make sure that, and I think an institution is a business. I think it's a business and I think we...we...we are producing services, we...we...we... We produce services, it's not an actual product that you can hold, but the product is a service. So I...I...I think it's a business and I...personally I think if we ran it like a business, knowing that we are in the service of giving service to people, be it winning souls, it's still a business. I mean, again I think it depends with how you define business, I think if you define business as a corporate, yah in the corporate world, where you going, but no I think we are a business and I think as long as we train our people that we are a business and they know that our students don't have to be here. There are so many other places where they can go to, and more likely we call it a place, as I was saying last time, it starts from the grassroots person. Some people would want to come here or even have their brothers and sisters keep coming here because of how we treat them. That is...that is what happens in the business world. You know, you want your customers to keep coming and that's exactly what we want, and we want them to get out of this place with our product, which is what we are trying to teach them, so unless, until everyone knows that the students who are our customers don't have to be here, I think we...we will miss the thing everybody has to know there, that there is other choices. Helderberg is one of the many choices, and so we have to attract them through our business, so that they leave our
CB	
CB	

<p>D</p> <p>RLB</p>	<p>business with our product. I...I...I...I think it's a business.</p> <p>And what are the advantages?</p> <p>Well, I think I just said it.</p> <p>I think if we don't understand what the business, what business we are in, then we might end up running into a problem and if we don't have qualified people running the business, again I...I think I would very...I would want to try and find out what we really understand by business, because as far as I'm concerned, I don't see many disadvantages because we are already a business, you know, and so making our institution, if we have people that are unqualified, that don't know what they are doing, you know, we may have people that are at the reception who'll think these kids are Adventist, they just have to come here and so they don't', you know, then we would have the problem and this institution is a business and it has to be run on some of those principles, business principles that's what they call it.</p>
<p>P2</p> <p>RLB</p> <p>CA</p> <p>CA</p> <p>DM</p> <p>DM</p>	<p>Ok, I'm interested to see that people answered in general that it should sometimes be run like a business, because if I can remember correctly, that was my answer too. Oh well, I don't know, yes...because there are certain aspects of an education institution that...that should be run like a business and these days maybe we can say... Alright, maybe I can put it the other way. It depends what we mean by run like a business, because there are different ways to run a business as well. The financial aspects should be run like a business, the marketing aspects, their promotional aspects, should be run like a business the promotional aspects should be run like a business. When it comes to policy making and decision making and planning, businesses today tend to be more... participative, in terms of those aspects. I am very much a proponent of that, because I believe that God has given us, all of us wisdom and,,, and strengths and talents, and that these need to be capitalized on, and the collective wisdom of the group needs to be tapped, to make the best decisions. Because everybody...everybody's impacted by these decisions so they should have an input. So, that's the way I believe a business should be run and that's the way an education institution should be run too; I don't see any difference</p>

D	<p>between...between that.</p> <p>Disadvantages; Only if...only if the business, only if your definition of running a business is...is...is top-down management style. But if...if it's the knowledge management approach, which is, I mentioned in my questionnaire, which is the modern approach, then... then there can't be any disadvantages of running it like a business.</p>
P3	
CB	<p>Well, we might stay open then, you know. No, I mean...look, from a lecturing standpoint, if we give a good education, that should make the institution have a better name and thereby get more people coming to it... Beyond that, the sort of business side of it, I'm not sure how it would be, impact on the lecturer, but I think...I think quality management and quality control means that the student should be given a quality education, and...and that is good business. So, yah, so let me...</p>
CB	
D	<p>Disadvantages:</p> <p>Well, the disadvantages that we...we're here, if you're a business, just as a business, then you're just about making money, and so you do whatever it is to draw, ensure that you make money. On the flip side of that, if we're here in order to be educators, but we're conscious of the importance of business, in order to be educated, it's a very different priority. So, you may make different decisions, for instance to give you an example, it's good business to pass all the students in the short term, because you'll have more students next year. In the long term, it could be bad business, because everybody says what a rubbish institution you are. So, yah...</p>
CB	
P4	
CB	<p>I think I, myself, answered 'sometimes', but I think it's in the context of, yes, our core business is education. We are a university, we...we have degrees, we want to produce the best possible graduates, but the...the College's...the structure, the administration of the College also needs to be as efficient as possible. And so here, I think, the lecturers... don't have as an upfront role because we fit into the academic structure, but the finances, the, all of the support departments, they need to be run as efficiently as possible, and so if you want to call that as a business and oh, probably finances is the most important of</p>
CB	
CA	



CA	<p>that, because that feeds into absolutely everything. So, it's not...it's not that it should be... the students are clients full stop, because you can't, yes they are, but you know, if the business is education, it's something very different. It's something far more sublime, it's far more important, you know, especially in this is their first step, the undergraduate, from here they go off and work or study further, and we have the first responsibility and we are the first moulders. You know, they go from here out into the world, so...so at... in order for us to do that as best possible, in the best possible way, the College does need to be run as efficiently as possible.</p> <p>Disadvantages; Oh yes, I mean...then it's a student is a customer or a client and so, education then just becomes a commodity and...and if they... if the students view it that way, they will, we will have imbizos every day, and they will just enumerate on no matter what they are unhappy about, complain the whole time, or we want this improved or we want to see that. But...but I, which has its place, and we do need to address it, but education is a bit more sublime, or not. But I can see if it is just run as a business then you lose the mission, you lose the ethos, then...then, if it's just for profit, I would hate to be at an institution like that, because, yes you pay, you supposed to get what you pay for. So If quality is the issue then it's on all spheres but, because we are unique in a sense that we are Christian, and we have even more values or higher...higher morals or whatever that we try impart by the time they leave, that puts it in a very different genre, if you want to know.</p>
CB	
D	
D	
CB	
P5	<p>I'm not quite sure what that means... it's obviously our business in that finance is involved... if you mean to be run like a business in terms of making a profit, and things like that, then I would disagree with the statement, you know that's not our purpose as an institution. From the financial side of things, should we run things according to business practice, well, yes. I'm not really... I don't know really sort of much about management, but what I would say is that I think that those in positions of, in management, if you want to call them that, presidents and vice-presidents and that. I think that the majority, generally speaking, should come from an academic background, that it's not about having outside business people, for example, running the College, while us lecturers do the work. I think for me it's very important that they have experience as teachers; that would be quite crucial for me.</p>
CB	
CA	
DM	



	Are there any disadvantages: Yah, I'm not sure really what that would mean.....
P6 RLB  RLB RLB	Okay! That's a good question, you are talking to a lecturer...a business lecturer. It...I would say it is a must. It is imperative that any organization if it does to succeed, it has to be run like a business. Okay. Education institutions, it's just like any other business; it has to make money to survive! Okay...So the business principles have to be used. The marketing strategies have to be used, the management style... all the business ecumen or the business ideas should be implemented in running an institution, as a business entity. Okay, at the end of the day people have to be paid, at the end of the day the school had to have materials, you know, equipment, so the school has to run like a business.
D D CB	Disadvantages? The disadvantage would be if the emphasis is more on making money than providing the service. Then you will have a problem, you have to have to have a balance. Okay. You can't just be making money on the advantage of, you know, providing poor education, or a poor standard. Okay. You have to provide good quality education, at the same time make sure the money is coming to meet the standard, okay...But the emphasis should not be the bottom line. It should be quality.

6. The lecturers at Helderberg College have indicated that they are positively disposed towards quality assurance and its implementation. Positively exposed in that the majority indicated that the implementation and management of quality assurance is important. Would you agree? Why do you think that they would be more positive than negative about quality assurance?

P1 WPH  QAB	Yes Well, I...I...I, I think lecturers from the word go, we...we have always been exposed to quality assurance and implementation and it's... When we train people we are not training, the way I see it, I have told my students, when I am training students I am not training them to get a grade, but for the future. And I think, as for me, I feel much better when I know that somebody is looking behind to make sure that I am doing the best that I can, because these students that I am impacting right now, are going to be our future leaders. And so if we
----------------------	--

WPH	don't have that quality instilled, embedded in our...in our lecturers, then when it comes out, we are just talking to students. And if we are really training these students, so that the quality that have embedded in our lectures is the same qualities that they are going to take out and implement when they go out. So I mean, I...I ...I Quality assurance and its implementation, I...personally I...I think it's, yah, <b>we are positive about it</b> . And I actually, I don't know the other feel about the question, but I <b>feel it is really necessary</b> .
QAI	Why positive.
SDA	It could be true, maybe <b>because of our philosophy as Adventists</b> , yah, that when we look at quality, you know, <b>our ultimate quality model is Christ</b> . So, you know, <b>we will always want to do the best we can with...with whatever we can have</b> . So I am thinking probably it could be our, you know, upbringing or maybe <b>our culture as Adventists</b> . Maybe that likeness...I am surprised that at other institutions it would be negatively....
SDA	
SDA	
P2	Yes, I think all people... <b>all people I suppose have a drive, innate drive towards excellence, wanting quality and to achieve their own potential</b> . So they would respond <b>positively, especially Christian people who believe in doing their utmost and their best</b> , and if we as... if we...if we are <b>following God then... our...our work should be of greater quality and higher excellence</b> , than people who don't, because we believe,, we believe that with God in the picture we can achieve more than our human potential. We can achieve something higher than humans can even imagine, so <b>quality assurance is something that we should be leaders in, the head and not the tail</b> .
QAB	Why?
SDA	I think human... human beings rise to a challenge, the <b>human spirit wants to be challenged...to...to the...to the highest values possible</b> , that's what trans-formational leadership is all about. People will follow a leader who inspires them to reach above themselves, to...to transcend what they, you know, feel they're capable of, and...and have a...have a broader vision, a higher vision.
QAB	
P3	That the lecturers are positively disposed to it? Let me ask you a final question.....  I see, yah I think so.  To have quality assurance?

QAN	<p>Well, I understand why it's neg...it would be negative, it's...it's more control, you know, it's more work. I mean, if you tell me... I...I don't like it, you know, I..I'm lecturing and you're coming in and you get these students to fill out whether I'm a good lecturer or not. I mean, I don't need that in my life kind of thing, it's a pain in the neck, I mean what if they say I'm rubbish, then that's going to hurt. So...so there's all...all of that and we...we're comfortable where we are, so we don't want to...to move.....so for all of those reasons... I don't want quality assurance. But on the other hand, if we're going to be, excel in our job, be good lecturers and deliver a better product, then we need to acknowledge that we're not the best we can be and we can be better, and I think if quality assurance is done in a positive way, where lecturers feel affirmed, that they can grow from where they are, and be better lecturers in a year's time, then it's a good thing. So, I don't think anyone's being disingenuous, you know, when they say that...yah...</p>
QAB	
QAI	
P4	<p>Yes, yes, I think that's straightforward. I think, you know, if that was your majority answer I think that, although some people might have small differences of opinion, etc., I think it's just a...it's a fundamental thing, that's how it should be, you know, how it is and I think everyone is supportive of it, but how...how it is done, things can always be done in a very good way, or in a better way or in a less good way or in a really terrible way. But...</p> <p>Why?</p> <p>Quality...I think because we are small and...and although...I think...I think, people again talk about lecturers, I think they can, we can see and sense that... things are not just handed down. I think there is ample opportunity for consultation and for input so that... and that's how it should be. So I do think that again, although there is opportunity to speak, people will mostly remain silent. I think they do know that on committee levels a lot of work, genuine work is done with a lot of input and I think if they choose not to comment, and that is their problem because whether it is verbal in a meeting, whether it's sent by e-mail, you know they're given chance to respond and comment and the comments are listened to, are taken...are taken into account, so I think that does...that does give a good...make a good trust basis.</p>
QAI	
WPH	
WPH	
WPH	
P5	<p>Look sure, some process of oversight...to ensure we remain in government guidelines etc. is obviously important, but even more importantly, yah, I think, you know the process of improvement, of</p>
QAI	

QAB	<p>personal improvement, of faculty improvement and that, and the quality assurance process should have that as a result and so I would expect that most lecturers would want to see that.</p> <p>Why do you think they are more positive?</p> <p>I have to say the whole idea of a quality assurance, that phrase for me is totally foreign, to me that's factories and making sure that your car has four wheels at the end of the assembly line. It's not something that to me indicates very well what the process is going on, but I suppose I would just go back to what I previously said, that if they obviously have been sold on the idea, that... the quality assurance process has benefits that...improving teaching and things like that, so, yah that would be what I would expect them to say.</p>
QAB	
P6	
WPH	<p>Yes, I do agree. We have actually the...entire business of quality assurances, is something that we have all been involved in, it's not a one man show, and the entire school has been taken aboard, and we all contribute, you know, positively to improving it on a day-today basis, to see where we can do best .</p> <p>Why more positive.</p>
WPH	
QAN	<p>They would be more positive if they are involved, into decision-making on quality assurance on Helderberg. They tend to be negative if they're just told top...you know top-down. They tend to be negative because they didn't take part, it's not part of, you know, they did not formulate that, so you find resistance. But if they are part of the decision-making, part of formulating policies for quality... okay, they tend to be very positive, you know, and very influential, but if they're not part of it, most cases... how do you say that? We tend to resist that, because we not part of it...look, we kind of creatures.</p>
QAN	
QAN	<p>Yah, it says positively exposed, that the majority have been exposed to the implementation and management of quality assurance is important... Yes, it is very important, the whole manage-ment, the implementation is good ... why do you think they would be more positively informed?...I think, it's just as I said, a lot of people are involved into it, into drafting it, in discussing these issues and so, we...we...you know, we are part of the movement of quality and so on and so forth, but where you leave out lecturers, you find resistance. I remember the...I had a quarrel with Injety. I think there</p>

	<p>was a meeting I didn't attend and then I just, I gave him my paper to moderate, my exam paper to moderate. After he had done...he had done the moderation, he brought it back and he said, no,no,no,no, I have to give it to somebody else to moderate because he's the HOD, he's not supposed to moderate. I said, well this, I said, I've never come across this policy, this is not policy. So I put up resistance because this policy, wherever it was discussed, I was not there, I was not told. So, you understand that, so once people are not involved in some of these policies, you find resistance, okay, because they....you living with your old policies that nothing things have changed, but you don't know that they have changed, now whenever you are told, you resist, because you didn't take part... in what was going on, or you didn't attend the meeting ... and then he explained, no, it was...you know I'm sure you know about that, okay, he explained that no, the head of department is not supposed to moderate the exams, because the exams would come back to me again. Okay, fine....</p>

7. In the areas in which management of quality assurance was considered to be unsatisfactory, it would appear that the reasons were largely linked to the fact that there was not enough consultation. Would you say that there is a link between satisfactory quality management and consultation. How would you describe this link?

P1 L Q I I	<p>Yes, I...I...I think I talked about it a little bit before but, you know, if there is no consultation, I don't think we will be able to do the...to do a good quality work. And the reason at least as far as I see it, I think that if am not consulted, then I don't know what I am supposed to do, and you don't know what I am capable of doing and how I want it done. But I think if we consult with each other I am able to sit down and say ok this is what I need and this is how I am going to do it and then give me input, we talk about it, and then we go on. So...so, yah, I do believe there is a link between quality assurance and consultation. There is a link. I hope it's helpful</p>
P2 L Q P	<p>Yes absolutely. As I said earlier, in order to have quality decisions, quality planning, quality policy-making, you need to have the input of those, on which those measures impact. To have the full co-operation of people, they need to feel</p>

P	that...that they...that they have participated in those processes. Another fact of human nature is that when people are involved, they are less critical. When people themselves have an input, they can't stand back and criticize. So get people involved, and you will have a much happier...happier campus.
P3	In other words, between the people who are imposing the quality assurance and those that are being quality-assured? Is that the question? In other words if, yeah, so I as a lecturer now, there's some quality-assurance rules being imposed on me, and I would call that satisfactory or unsatisfactory, you mean...Yah, I think...I think it becomes unsatisfactory, actually, and I did speak to a lecturer or two, where there were certain questionnaires given to students and they looked at them and felt that these questions were not relevant, this needs re-working, why are they asking these questions? And so there was a disparity between what the lecturers thought were useful questions and what the questions were being asked, and I think consultation on that level would then mean that everybody's on the same page. So...yah...
Q	
I	Ah...yah, so...yeah that would be...I think there's a...there's a sentiment unheard that, but you know people are funny you know, anyone takes seriously, but you know, we feel like children, or it's being imposed on us, that sort of attitude... which could or could not be the case. You see nobody likes quality assurance, much as we might acknowledge that we need it, it does not mean that we like it. I think, and I was speaking to one of the other lecturers, yesterday or the day before, that the lecturers have too much freedom with the grades they give and the way they can manipulate them. So me as a lecturer, I can... there...there's no-one looking over my shoulder, telling me what marks I can or cannot give. Yes we have moderators and that, but they...they don't have the time to go through all my exams, and check the grades being given in the term, and so there's a ...a lecturer has a tremendous amount of power, with...with students and...the where it can come to the point where it ceases to be objective, and I think that's... so is a student being passed unfairly, should they fail, is he being pushed through or is a student being prejudiced unfairly, are they being held back? And those .....and even if the lecturer is not being dishonest but they, it's just kind of a prejudice that they have

L	<p>and they're not aware of those sort of things are not great, you know, and I think a lot of that happens. So there's not an objective... students are not necessarily being objectively marked or assessed. I don't think that's anything to do with the question, but....so there's a lot of...and I think basically...lecturers like that freedom. And quality assurance comes in and they're going to knock it, but I agree with the consultation, <b>I think there should be consultation</b>, I think we should... at least then you silence the detractors, some people are .....I think, cause my impression is, I tell you personally I think that the effort for quality assurance at Helderberg is evident, whether...whether lecturers are getting any benefit out of it or not, is a different question, as I don't necessarily think that the accountability side, is in place, so there's questions being asked, but then are...are lecturers being held accountable or being advised according to the answers to those questions. Maybe consultation should happen about that.</p>
P4 L P P P	<p><b>Yes of course, otherwise it's a dictatorship, otherwise it's a totally autocratic system, and that's the quickest way to lose people</b>, because we live in a world where we're <b>supposed to be a democracy</b>, you know not just in the country, but everywhere and <b>transparency is the 'in' word</b>, so the quickest you lose people is if...if they think that it is something that is just forced down, or handed down.</p>
P5 L P   P   P	<p>Okay, yah, look, well, <b>I would agree</b>. I think that the pro... needs to be a <b>mutual</b>, you know we need to be <b>sold on the benefits of...of what's happening, and...and that, you know involved in the design of what's going on</b>. You know maybe, one of my big issues is with the student feedback surveys, is that a lecturer has no input into them, there might be a bunch of questions I've known that have no relevance to my classes, and yet things that I would actually like feedback on, are... are not present. So that really would be one example where there could be much more consultation and feedback and things like that, so, look, <b>I think consultation is critical</b>, probably the most important thing because you know, this is something we're being told to do, <b>so in order for it not to become some sort of onerous chore, and we're grudgingly go through the motions, we need to be sold on it</b> and that...that's the process of mutual development.</p>

P6 L I	Yes, yes in most cases, you find things do work satisfactorily if there is consultation by management, there is that interaction, that relationship, the on-going interaction between lecturers and the top- management, as far as policy is concerned. It's not the one-off thing, it has to be, it's a continuous thing, every day or every month you look at what's being done, what can we improve; you know the consultation is very important, to check exactly if what was established

Observation of behaviour of staff regarding their preference for collegial / managerial approach to quality management

EP (external expert)	
CA  CA	During my interaction with the staff at the colloquium, I experienced a definite need for a more collegial approach. The staff did not directly indicate their preference for either the collegial or managerial approach toward quality management, but from what I observed, I can deduct that they would like to be more involved in processes and participate in the decision-making.
RC	I have to admit that I experienced a very reserved culture amongst the group. In general they were hesitant to make statements in the presence of other group members, but they were more willing to speak freely to me personally during breaks. I think the most useful information in this regard was provided during the breaks through these informal discussions.
RC	During the sessions I observed (through their body language and facial expressions) some staff members in the group that clearly agreed with some of the examples I used, or



	statements I made. However, the staff did not really (especially at the beginning) take risks or make bald statements.
RC CN VM VM CN	Staff tended to participate more in smaller group sessions. In the evaluation forms, it was indicated that they <b>wished to have more of these sessions</b> . However, as a facilitator I was of the opinion that the staff struggled with these sessions. From some of the groups, it was made clear that it <b>does not matter what they discuss or wish or want to do with regard to quality related activities, they will be guided and directed by the management of the institution</b> . One staff member mentioned that <b>they will be told what to do eventually anyway</b> . In the smaller group some staff also indicated that they were not sure what the outcome of the colloquium would be, and they indicated that they were <b>not really certain that management would implement their ideas</b> . From this I deduct that <b>they wish to follow a more collegial approach</b> .
VM VM	As previously in dedicated, in my opinion the attitude of the staff became clearer to me during the informal discussions. They did not say it in so many words, but more than one <b>staff member indicated to me that a managerial approach was followed</b> at the institution. This does not only relate to quality management, but also to general management. <b>The staff clearly indicated that there is a certain style, or “way of doing” that is followed and it was also made clear that the approach is extremely traditional and conservative</b> .
RC	I experienced the staff as two different groups with and without certain <b>management members present</b> . Staff spoke more freely early in the morning when I had informal conversations before the sessions would start. As soon as certain staff members entered the room, the mood would change and staff would be quiet and more reserved.
RC	The staff indicated to me that they don't always feel that they can <b>speak freely and really say what they think</b> . One staff member

CN	indicated that sometimes the perception is created that they are consulted, but that the decision making ultimately lies “at the top” and they there is not much to do to influence this.
VM	Another staff member commented that the institution is run like a “family business” and that family members are influenced by each other in their approach to management.
	It is difficult to comment on the preference of their approach to quality management, as awareness was created by this specific event, which would hopefully influence their attitude and their level of knowledge regarding quality management. I’m of the opinion that the colloquium provided them with the “bigger picture”, which will assist towards a more collegial approach.

## APPENDIX G

Results of the questionnaire/survey

### SECTION 1

**Circle the answer of your choice.**

1.1 How would you describe your knowledge of quality assurance?

Good

Average

Poor

6	13	0
---	----	---

1.2. To what extent are you aware of the quality assurance mechanisms (refer to definitions above) being used at Helderberg College?

Well aware

Partially aware

Not aware at all

14	5	0
----	---	---

1.3. How important is the management of quality assurance?

Very important

Partially important

Not important

18	1	0
----	---	---

### SECTION 2.

**Circle the answer of your choice.**

2.1. Decision-making should involve collaboration and discussion.

Always	Sometimes	Never
15	4	0

2.2. Lecturers should be consulted on policy design.

Always	Sometimes	Never
18	1	0

2.3. Strategies for policy implementation of quality assurance should be designed by lecturers.

Always	Sometimes	Never	Spoilt
3	13	2	1

2.4. Management should consult lecturers on the strategies of implementation.

Always	Sometimes	Never
18	1	0

2.5. Decisions for enhancement of quality should be driven by a shared vision between management and lecturers.

Always	Sometimes	Never
18	1	0

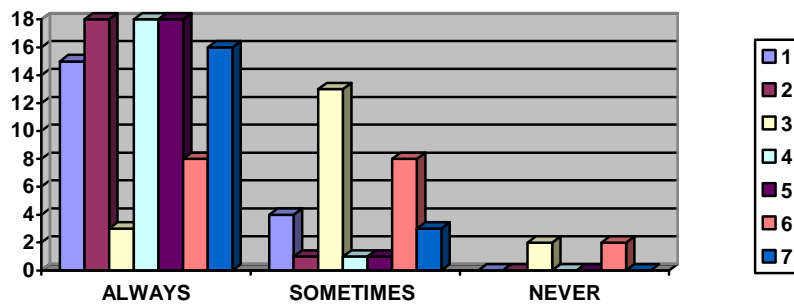
2.6. Ensuring that trust is maintained in decision-making in quality assurance, is more important than being effective and efficient.

Always	Sometimes	Never	Spoilt
8	8	2	1

2.7. Consultation is essential in order to gain staff support.

Always	Sometimes	Never
16	3	

7	<del>ALWAYS</del>	<del>SOMETIMES</del>	<del>NEVER</del>
1	15	4	0
2	18	1	0
3	3	13	2
4	18	1	0
5	18	1	0
6	8	8	2



### SECTION 3

**Circle the answer of your choice.**

3.1. Management of quality assurance should be more tightly controlled and monitored.

Always	Sometimes	Never	Spoilt
10	7	1	1

3.2. Decisions and strategies about monitoring quality should be made by management and implemented by lecturers.

Always	Sometimes	Never	Spoilt
3	6	9	1

3.3. Decisions made by management to enhance quality in teaching and learning, encourages creativity on the part of the lecturer.

Always	Sometimes	Never
2	9	8

3.4. It is important that a higher education institution be run like a business.

Always	Sometimes	Never
5	12	2

3.5. Higher education institutions must be accountable to students.

Always	Sometimes	Never
14	5	0

3.6. Higher education institutions must be accountable to the community.

Always	Sometimes	Never
12	7	0

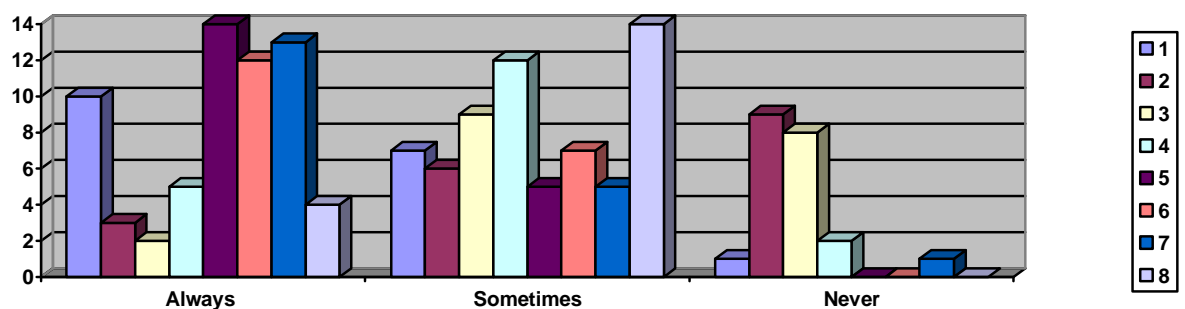
3.7. Rigorous internal monitoring is important for an effective quality assurance system.

Always	Sometimes	Never
13	5	1

3.8. Regulation and monitoring of quality does not undermine trust between management and lecturers.

Always	Sometimes	Never	Spoilt
4	14	0	1

	Always	Sometimes	Never
1	10	7	1
2	3	6	9
3	2	9	8
4	5	12	2
5	14	5	0
6	12	7	0
7	13	5	1
8	4	14	0



#### SECTION 4

**Circle either yes or no.**

4.1. Is there evidence of management of quality assurance at HC?

Yes	No
19	0

4.2. Do you feel that the implementation of quality assurance mechanisms is important?

Yes	No
19	

4.3. Do you think that these mechanism are managed satisfactorily?

Yes	No
7	9

4.4. If your answer to question 4.3. is 'No,' select the area of management with which you are dissatisfied with a tick (✓) then briefly comment why you are dissatisfied with it.

- \_\_\_7\_\_\_decision making

Why?

Reasons:

1. Far too many decisions are made by the administration without consultation. Lecturers are made to be pawns in the hands of the administration
2. There are still too many decisions, policies, strategies for implementation that are done collaboratively. Many come to staff as a fait accompli. There is token discussion and then rubber stamped. Quality assurance is everybody's business. With maximum involvement, staff morale will be boosted and staff will be made to feel a part of the institution. Many confess that they only work here.
3. Lecturers are not actively involved in decisions making.
4. Assessment workshop by Rose Grant: Good workshop but the decision was simply made to have this portfolio done. Decision was made without consultation with lecturer. Portfolio is very time consuming and I personally have not had time to work on it, due to work and studies. In future when decisions are made regarding improving the quality of our courses, we want to be consulted about expectations.
5. Too little consultation.
6. Not enough consultation.

- \_\_\_2\_\_\_policy making

Why?

Reasons:

Not enough consultation

- \_\_\_7\_\_\_strategies for implementation

Why?

Reasons:

1. Often these strategies are in place but not enforced
2. Quality assurance should not only entail policy making, strategies implementation and monitoring but also support to improve quality. Strategies should not put an extra burden on lecturers. The more cumbersome the strategies and time required, the more resistance from lecturers.

3. It is not strategies which are at fault but assertiveness with regards to implementation could be improved.
4. Sometimes implementation strategies are not clearly defined.
5. Implementation is difficult because there is pressure to pass students.

- \_\_\_\_6\_\_levels at which decisions are made

Why?

Reasons:

1. staff meetings are in many instances fait- accompli
2. lecturers are not always consulted
3. Although there is collegial input at each level even more effort should be made for consultation and discussion to take place in order to increase transparency and ensure that everyone is convinced and 'buys in'
4. There is not consultation, involvement and participation.

- 4.5. Decisions are made at different committees/ meetings/offices. Indicate by using a tick (✓) at which committee/meeting/office decisions regarding B,C,D or E should be made. The committees/ meetings/offices can be find in column A. Your tick needs to be in either column B,C, D or E.

**The example given says that a decision on policy making should be in the Presidents Office and that decisions about strategy implementation should be taken in the VP Finances office.**

A	B Policy making	D Implementation strategy	D Teaching and learning	E Quality assurance mechanism	sum
<b>e.g. President VP Finance</b>	✓	✓			
Lecturers		3	6	1	10
Academic Administrative committee	4	4	2	3	13
Senate	6			1	7
Academic Administration Office	1	3	1	2	7

- 4.6. Which approach is more effective in ensuring that there is accountability in teaching and learning?



4.6.1. \_\_\_11\_\_\_ A collegial approach which involves consultation and collaboration over a period of time.

Why?

Reasons:

1. Collaborative efforts places everybody in a broad based consultation
2. It is a shared vision between lecturers and management – more trust.
3. In any organization consultation and collaboration is the name of the game
4. Crucial for lecturers to be involved ( for ownership of decisions and for trust)
5. The world has moved beyond a managerial authoritarian approach to the point where the value of the collective wisdom is appreciated “There is wisdom in many advisers”  
Proverbs.
6. This ensures that all parties are involved and happy to implement decisions made.
7. Consultation
8. Ownership is important. Empowerment, will be seen as relevant will be better policy and decisions made.
9. Input is important from those who do it. From those who want it done, those who will still do it, from those who have done it. All will have valuable input.

or

4.6.2. \_\_\_0\_\_\_ A managerial approach, in which managers make decisions and lecturers are expected to implement changes accordingly.

Why?

or

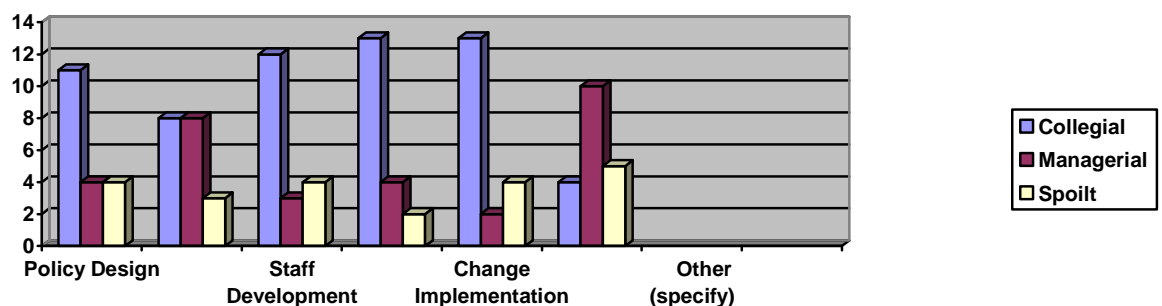
4.6.3. \_\_\_7\_\_\_ An approach in which some decisions are made through a collegial approach and others by a managerial approach.

Reasons:

1. We always get the best results if we consult and collaborate with each other amongst lecturers. However there are times when a visionary group management have to make decisions and lecturers implement.
2. A collegial approach fosters a team spirit and breeds internal motivation. However there are times when decisions have to be made quickly and preclude that possibility to consult. Other decisions may be necessitated by non-negotiable expectations from relevant bodies. Consultation may still be helpful but with the full knowledge that it is not for negotiation but a way to communicate positively with the rest of the team.
3. Too much discussion could stun the process. Operating like a business has advantages. But implementing with a heavy hand from above does not foster a learning culture where trust is important.
4. Questionnaire

In terms of the preferences you have indicated, specify which particular areas of decision-making should be collegial and which should be managerial with a (✓).

	Policy Design	Allocation of Resources	Staff Development	Teaching Loads	Change Implementation	Finances	Other (specify)	Other (specify)
Collegial	11	8	12	13	13	4		
Managerial	4	8	3	4	2	10		
Spoilt	4	3	4	2	4	5		



4.8. Besides a managerial approach or a collegial approach which other approach would you suggest as an alternative approach to ensure accountability in quality assurance?

1. Collaborative networking – Friedman the world is flat. Flattening process are happening all around us. Certain playing fields must be flattened so that there can be transformation.
2. A combination approach
3. Educational; inform, decide, implement, evaluate, feedback and start again.
4. For quality assurance to be effective a combination of management and collegial is a must
5. Knowledge management approach the latest management style which focuses on participative management and knowledge sharing. Each employee's strengths are capitalised on.

## SECTION 5

5.1 Would you feel comfortable with speaking to the quality assurance manager about serious shortcomings in the management of quality and the approach used?

Yes	no
17	2

5.2. If your answer is NO, who would you suggest should approach lecturers for their opinion?

Tick (✓) next to the answer of your choice.

Another lecturer \_\_\_\_\_

A Faculty Head \_\_\_\_\_

Other \_\_\_\_\_ (Specify) \_\_\_\_\_

Please complete the following biographical information by circling the appropriate representative category.

Age		Gender		Faculty		Rank		Years of Experience			
20-29	4	Male	10	Arts	8	Junior Lecturer	2	0-5	8	0-5	10
30-39	1	Female	7	Theology	5	Lecturer	4	6-10	2	6-10	5
40-49	8			Business	6	Senior Lecturer	3	11-15	1	11-15	1
50-59	2					Assoc. Prof	7	16-20	4	16-20	2
60-69	3					Prof.	1	21-25	2	21-25	
								26-30		26-30	
Spoilt	1		2				2		2		1



THANK YOU FOR YOUR TIME

## APPENDIX H

### Field notes by researcher as observer in the field

The appointment of the quality assurance manager was not done by using a collegial approach, which would have involved having a representative committee to select a suitable candidate. Instead, a managerial approach was used whereby an individual was identified by senior management and the name was recommended to the Council for ratification.

As time progressed, an attempt was made to establish a quality management system. This process was initiated by establishing policies first and then putting procedures into place. The Quality Management system comprises committees and policies. As the Quality Assurance Manager, I sit on the Academic Administration committee and the Senate.

I will discuss my observations of these two committees and personal interaction with academics.

#### Academic Administration Committee

The Academic Administration Committee comprises the Faculty Chairs, the Vice- President for Academic Administration, Vice-President for Student Services and Community Engagement, the President, the registrar and a student representative.

The function of this committee is to administer academic planning and monitor academic operations as well as to discuss and address of student appeals. Whereas in the past much decision making and implementation of action was ultimately left to the Vice-President for Academic Administration, over the past two years faculty chairs have indicated a preference for taking responsibility for issues which pertain to their respective faculties. Faculties were initially involved in programme design and review but have now taken full responsibility for the design of programmes and have indicated by this behaviour that they feel that academics with their expertise in their specific disciplines should decide what a programme (qualification) should consist of.

In the past all academic appeals were delivered to the VP for academic administration and brought to the meeting for discussion. On this committee a faculty chair has continually indicated that he would like to be informed about these appeals before the meeting. The registrar

has also indicated that he would like to be informed beforehand so that he could prepare information on the current status of the student and make informed input to the discussion. Just recently it was decided that academic appeals would first need the signature of the lecturer and the faculty chairperson before it is submitted to the office for academic administration. At times members of the academic administration have suggested that an ad hoc committee be set up to discuss certain issues or that it be referred to the lecturers' meeting for discussion. This implies a preference for wider consultation with those who are more directly involved. Various members of this committee have also said that they wished to go back to their faculties to discuss certain issues and then would return with representative input. Whereas before grades were submitted directly to the registrar, at this committee it was suggested that they first be voted at faculty level.

From what I have observed, there seems to be a move towards wider consultation and participation, which is characteristic of a collegial approach.

#### Senate meetings

The Senate is comprised of the three Vice-Presidents, the President, Professors, Associate Professors, the Registrar and the Director for Recruitment and Public Relations. At this level policies and issues which have been recommended by the Academic Administration Committee and various other committees are ratified or voted for recommendation to the Council. The upper level employer appointments are also voted here. Whereas before this committee was engaged largely with 'rubber stamping' suggestions made by other committees, there seems to be more active engagement with issues.

It is my observation that the members of this committee have indicated by the tone of their input that they want more 'buy-in,' on quality and other issues pertaining to their faculties. They do not merely expect to be consulted, but wish to participate in decision-making.

#### Lecturers' meeting

This meeting comprises lecturers. The issues which are discussed at this level pertain mostly directly to teaching and learning issues, such as assessment, time-tables and policies on quality assurance and academic procedure. At these meetings policies are disseminated for input or

sometimes merely shared. Generally lecturers are reluctant to give input. My feeling on this is that they feel that their input will not be seriously considered. It would appear that in the past they have been consulted but their input has not carried weight when it came to decision-making; senior management or the administrator who was ultimately responsible for that decision would decide what the best decision would be.

It appears as though there are certain areas in which academics expect to not only be consulted, but they also wish to participate in decision making. There are other areas in which they prefer the academic office or senior management to take the initiative. They were particularly critical of the student opinion surveys and felt that input should have been sought. With external moderation the preference was that the academic office finds external moderators and manages the process. Eventually it was decided that faculties would take responsibility for external moderation and merely report to the academic administration office.

#### Personal interaction

In personal interaction with lecturers, comments I would often hear: “I was not aware, We did not know. We were not consulted.” It was also often in personal interaction that lecturers would give input and express how aggrieved they were about not being consulted.

#### Synopsis

At this point it is not clear to me in which areas academics prefer a collegial approach or at which point they prefer a managerial or other approach. What is disconcerting is that as far as consultation goes, there are representatives from faculty on almost every committee at the institution. In fact, there is even student representation on the very same committees, yet consultation is one of the areas that is being criticised the most. My suspicion is that perhaps the representatives on committees are not actually representing the views of their faculties, but are merely participating in the discussions as individuals. As individuals from that faculty, they may not be reporting back to the faculty. This is something that needs to be investigated further.

A further observation is that often policies or policy decisions are sent out for comment, but there is rarely a response by the majority of academics. Yet they would claim that they were not aware of or consulted on policies and decisions. This is disconcerting, because there appears to be a lack of communication, unless as stated earlier, there is a reluctance to respond to things which academics might feel will not make a difference or an impact on the decision made. On the other hand academics may merely be too busy and justifiably so, to apply themselves to thinking on policy decisions and quality assurance matters.

Policy implementation is a very lengthy process. It is true that when there is participation there is less criticism. It takes discussion, consultation and collaboration before there is 'buy-in'. Ultimately, when the aforementioned exercises have been followed, then there is more successful implementation. It is only when academics see the value or benefits of a decision or process that there is fuller participation in the process.